61ST GRADUATE STUDY PROGRAMME

"ALL RIGHTS FOR ALL PEOPLE"

UNIVERSAL DECLARATION OF HUMAN RIGHTS AT 75

COMPILATION OF GROUP WORKS

75 UNIVERSAL DECLARATION OF HUMAN RIGHTS

DIGNITY, FREEDOM & JUSTICE FOR ALL

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Foreword

This volume is a compilation of group works of the 58 participants of the 61st Graduate Study Programme of the United Nations Office at Geneva, which was held at the Palais des Nations in Geneva, Switzerland from 3 to 14 July 2023.

Opinions, positions, statements, and conclusions expressed in the five reports included in this compilation are exclusively of their authors – graduate students who participated in the Programme. They do not necessarily represent or reflect the views of the United Nations, the group moderators, or the moderators' respective organizations.

Table of contents

FOREWORD 2

HUMAN RIGHTS EDUCATION FOR YOUTH: PARTNERING WITH ACADEMIC INSTITUTIONS 4

“UNSHACKLING FROM RACISM” - FIGHTING RACISM WITHIN UN GENEVA 77

CODE OF CONDUCT ON INFORMATION INTEGRITY ON DIGITAL PLATFORMS 106

TOWARDS A HUMAN-CENTERED FUTURE: SUSTAINABLE DISARMAMENT AND HUMAN RIGHTS 125

“FORGING A JUST TRANSITION: TOWARDS GREEN JOBS AND RIGHTS-BASED FUTURES” 169

HUMAN RIGHTS EDUCATION

Human Rights Education for Youth: Partnering with Academic Institutions

ANGLOPHONE AFRICA • FRANCOPHONE AFRICA • ASIA

HUMAN RIGHTS EDUCATION

This work was produced by Working Group 1 of the 61st Graduate Study Programme, which was held at UN Geneva, Switzerland from 3 to 14 July 2023.

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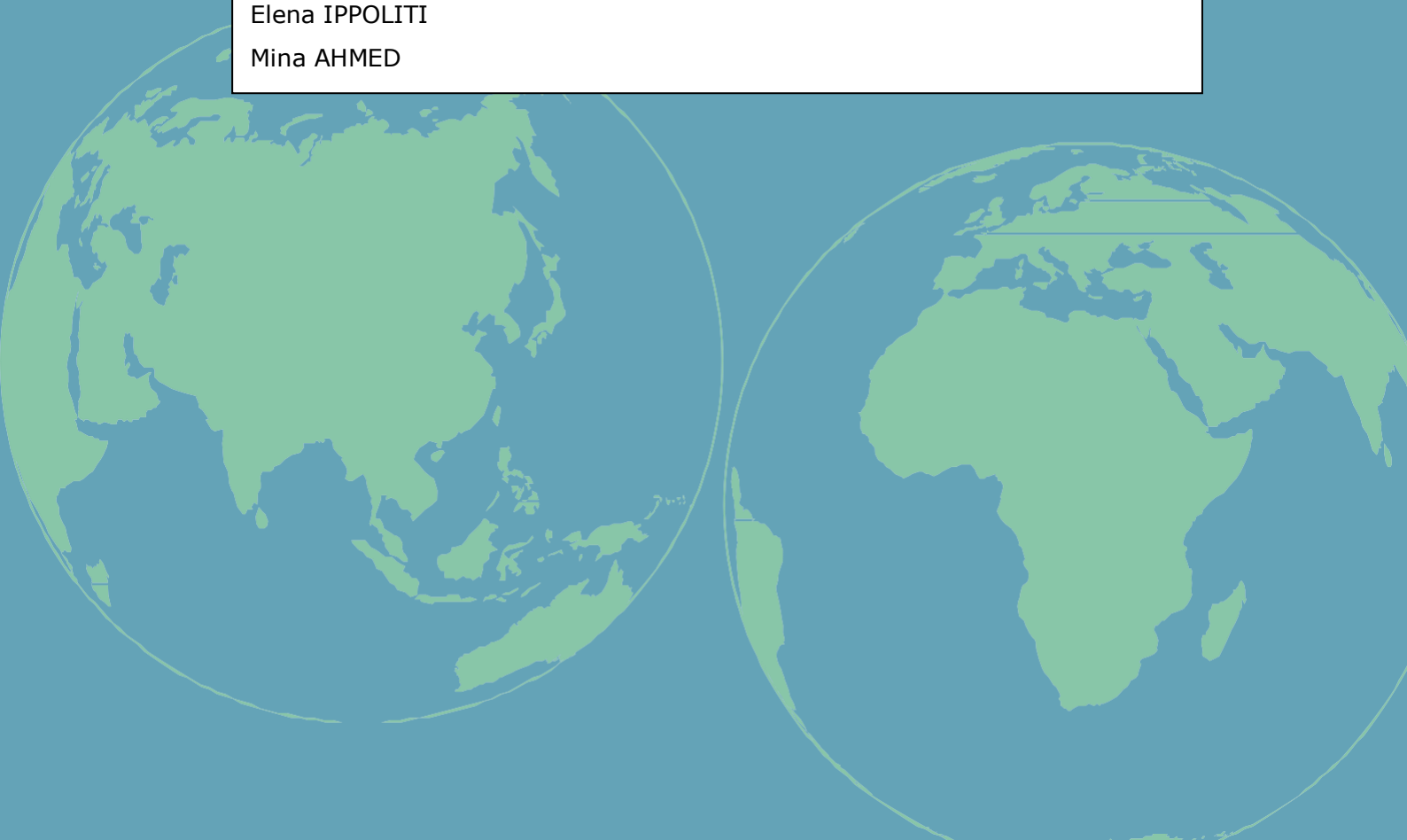

Introduction

Human rights education refers to the process of educating individuals, communities, and societies about human rights and their protection. Its origins can be traced back to the Universal Declaration of Human Rights, which was adopted by the United Nations General Assembly in 1948. Human rights education is based on the principle that human rights are universal, inalienable, indivisible, and interdependent. The Declaration recognizes the importance of human rights education in promoting and protecting human rights and, since then, human rights education has become an integral part of the human rights movement and has been adopted by many countries around the world.

Since the adoption of the UDHR, human rights education has gained global recognition and prominence. Many countries and organizations have integrated human rights education into their educational systems, curricula, and policies. It is implemented in various settings, including schools, universities, non-governmental organizations, and community programmes.

The main objective of human rights education is to build a universal culture of human rights by promoting respect for human dignity, equality, and freedom. It is critical to build awareness and understanding of human rights, their importance and protection. Human rights education also aims to empower individuals to take action to protect their own rights and the rights of others. Moreover, human rights education is increasingly recognized as an effective strategy to prevent human rights abuses. Through human rights education, students develop the skills, knowledge, and attitudes that are essential in building free, just, and peaceful societies. Within these educational frameworks, students are equipped with the ability to critically analyze and challenge social norms and structures that perpetuate inequality, discrimination, and oppression. Human rights education targets the individual learner, but its impact affects all members of society by teaching about individual and collective responsibilities.

Human rights education has become an increasingly relevant issue across the world. There is a growing consensus that education of human rights is a fundamental human right in itself. Many countries have adopted human rights education as part of their national curricula, and there are various international programmes and initiatives aimed at promoting human rights education. The practice of human rights education involves various methods such as formal education and non-formal education. Formal education includes human rights courses in schools, colleges, and universities. Meanwhile, non-formal education involves workshops, seminars, and training programmes organized by civil society organizations, governments, and international organizations. However, there remain challenges in the implementation, including the lack of resources, political will, and cultural barriers. Despite these challenges, many individuals and

organizations continue to advocate for human rights education as an essential tool for promoting and protecting human rights in daily life.

This paper focuses on existing in-person and online human rights education programmes delivered by academic institutions for university students in English and French in Anglophone Africa, Francophone Africa, and Asia. The research conducted across the three regions is by no means exhaustive but key information was collected on each programme to identify and analyze trends, similarities and differences, challenges, and opportunities (see Annex). The data has been collected using a table format, collecting information by category to enable an assessment and analysis of each programme. Given the gathered data, this paper concludes with a set of concrete recommendations for the Office of the United Nations High Commissioner for Human Rights (OHCHR) on how to facilitate stronger partnerships with academic institutions. By examining the unique characteristics and commonalities of each field, we aim to present the progress, challenges, and future prospects for human rights education.

HUMAN RIGHTS

Many programmes in Anglophone Africa adopt a thematic specialization approach
Programmes are starting to incorporate a practical approach.

EDUCATION

Regional Overview

Anglophone Africa

In examining the regional context of Anglophone Africa, it is necessary to note that this overview serves as a starting point, acknowledging the need for more extensive research beyond the limited two-week timeframe provided within the Graduate Study Programme. The following observations provide a preliminary understanding of the existing programmes.

There is a diverse range of programmes available in Anglophone Africa, with a notable frequency of law programmes focused on human rights. Some of these programmes at the graduate level, may require a minimum of two years of work experience, thereby indicating a practical approach to human rights education.

The programmes in Anglophone Africa demonstrate a mix of African and international studies, emphasizing the importance of understanding both regional and global human rights contexts. This multidimensional approach enhances the students' understanding of diverse perspectives and challenges faced by different communities.
While there is an evident increase in the number of programmes focusing on human rights, there remains a need to assess the quality and effectiveness of these initiatives. Future research should address how to incorporate human rights education in a more impactful and sustainable manner, ensuring that it goes beyond theoretical knowledge and fosters practical skills.

Many programmes in Anglophone Africa concentrate on specific human rights issues, such as child protection and international treaties. This thematic approach allows students to delve deeper into specific areas of human rights and gain expertise in addressing key challenges faced by vulnerable populations.

While it is worth noting that some programmes in Anglophone Africa emphasize the practical application of human rights through workshops, site visits, and real-world experiences, there remains room for improvement in this area. A critical assessment reveals that many programmes still fall short in providing sufficient practical components. This critique stems from the following observations of insufficient practical engagement, limited community engagement and integration of practical skills. Some programmes merely touch the surface of practical engagement by organizing occasional workshops or visits to human rights organizations. However, these activities are often limited in scope and fail to provide sustained and meaningful opportunities for students to apply their knowledge in real-life contexts. A more comprehensive approach is needed to bridge the gap between theory and practice. Effective human rights education should involve direct engagement with the communities affected by human rights

violations. Unfortunately, many programmes in Anglophone Africa lack substantial community engagement components. Without actively involving local communities, students may struggle to grasp the complex realities and challenges faced by marginalized populations, hindering their ability to effect meaningful change. While theoretical knowledge is essential, it is equally crucial for programmes to equip students with practical skills necessary for human rights work. Skills such as advocacy, conflict resolution, and project management are vital for youth to become effective agents of change. However, a significant number of programmes in Anglophone Africa place more emphasis on theoretical concepts rather than skill development.

In conclusion, the regional overview of Anglophone Africa's human rights education programmes highlights the diverse landscape and growing emphasis on practical application. However, it also reveals the need for further exploration into the quality and effectiveness of these programmes, as well as innovative approaches to incorporating human rights education more comprehensively. By addressing these areas, academic institutions can better equip youth in higher education to drive positive change and contribute to the advancement of human rights in Anglophone Africa and beyond.

HUMAN RIGHTS

The availability of human rights programmes remains limited: out of twelve universities surveyed, only two offer a bachelor's degree specializing in human rights.

EDUCATION

Francophone Africa

In this section, the report examines the implementation of human rights training programmes in Francophone Africa. It is important to note that this research work does not aim to cover every possible country or university in the region, as its focus is limited to a specific selection. Therefore, it provides valuable insights into the observed trends within these universities rather than encompassing the entire continent.

Our findings indicate that human rights education in Francophone Africa is currently restricted to individuals who have completed higher education, i.e., graduate studies. Courses seem to be primarily targeted at those holding a bachelor's degree or possessing at least two years of professional experience. The availability of human rights programmes remains limited. For instance, out of twelve universities surveyed, only two offer a bachelor's degree specializing in human rights. This scarcity underlines the urgency for universities and educational institutions throughout the region to recognize the importance of prioritizing human rights education and integrating it into their curriculum.

One important observation to highlight is that human rights training is usually included in the legal curriculum, except for specific subjects like water access and environmental issues. However, the availability of these programmes needs improvement as they are mostly conducted in traditional classroom settings. Online or part-time courses are not widely offered in the region yet. To illustrate this point further, among twelve universities surveyed, only one provides evening classes to accommodate professionals who want to pursue a career while studying.

There is no streamlined system to easily identify and compare all available programmes, resulting in incomplete information about programme details such as start dates, end dates, and application deadlines. This fragmented approach can pose challenges for individuals seeking comprehensive information on various programmes. In order to address this issue effectively, it becomes imperative to establish a centralized platform that provides complete and up-to-date programme information. Such an accessible resource will enable potential applicants to make informed decisions based on accurate and comprehensive data.

The information gap limited our ability to accurately assess the quality of the training available. However, we noticed that many of these programmes primarily focus on academic knowledge and activities and interactive components. The lack of information makes it challenging to assess the quality of the training. offered. Nevertheless, it is important to highlight that a majority of these programmes are primarily theoretical and fail to incorporate practical and interactive components.

Additionally, as master's programmes progress towards higher levels, they tend to become more privatized and cost-prohibitive, leading many individuals to halt their education at this stage (bac +4). Consequently, there is insufficient focus on educating local communities or those who have not pursued extensive academic studies.

Having said that, it is important to highlight several commendable practices. Regional training initiatives exist, such as the one implemented by the UNESCO Chair. This initiative brings together several countries including Côte d'Ivoire, Benin, Algeria, Burundi, Democratic Republic of the Congo, Egypt, Ethiopia, Mali, Morocco, Namibia, South Africa, and Zimbabwe. The goal is to collaborate with the OHCHR to address various cross-cutting issues pertaining to human rights. Furthermore, the 'L'Organisation de la Francophonie', an international organization focused on promoting French language and culture worldwide has established a network of universities where courses related to human rights and the Sustainable Development Goals are being taught. With 909 higher education establishments across eight different regions globally participating in this programme, it covers important topics such as international protection of human rights, democracy, and sustainable development. It aims at providing vital knowledge regarding these areas for effective implementation.

HUMAN RIGHTS

Across Asia, human rights education can also take on different names adapting to local cultural contexts.

It is important to highlight the more nuanced approach to education found across Asian countries which takes into account cultural and societal norms.

EDUCATION

Asia

This part provides a regional overview of the situation of human rights programmes across Asia's distinct regions: Western Asia, Central Asia, East Asia, and Southeast Asia. As we explore the state of human rights programmes in Asian universities, it is essential to recognize that the landscape is dynamic, subject to change in response to evolving political, social, and legal developments across the continent.

While the term human rights education gained relatively recent popularity among Asian countries in recent decades, educational activities that promote human rights had already been widely practiced in the region since the 1950s. Across Asia, human rights education can also take on different names, adapting to local cultural contexts. Since the region consists of a variety of languages, different programmes are taught in their own national languages while other more internationally inclined programmes use English as a common medium of instruction. Several programmes also do not necessarily label their courses as "human rights education" but include features of human rights or related themes. For instance, this can come in the form of values education, moral education, civic studies, or religious studies. It is important to highlight the more nuanced approach to education found across Asian countries which takes into account cultural and societal norms.

Although human rights education varies widely even within different regions in Asia, there are common trends across countries in terms of programme themes, structure, and methodology. Human rights education has increasingly become an essential component in Asian formal education systems with governments adopting national action plans on integrating human rights in educational curricula. As we explore various programmes in tertiary education across Asian countries, it is evident that there is a growing number of specialized human right programmes tailored specifically for students, professionals, and lawyers. In terms of the programme contents, most curricula include practical modules, fieldwork, interactive and participatory experience. This trend reflects the increasing recognition of the importance of advanced education and expertise in the field of human rights, preparing individuals to tackle ongoing human rights challenges at a national and regional level.

Moreover, several Asian countries, such as Mongolia, have taken the initiative to introduce a mandatory course on human rights education in all secondary schools in 2021. The curriculum for this course is tailored in accordance with the OHCHR training manual for human rights training methodology[1], which clearly indicates the region's willingness to adopt human rights education programmes at a larger scale by involving students from young age.

1 United Nations for Human Rights Office of the High Commissioner, (2020), From Planning to Impact: A Manual on Human Rights Training Methodology; available at https://www.ohchr.org/sites/default/files/Documents/Publications/training6en.pdf ; last access 12.07.2023

For the lifelong and adult learning options, there is a significant variation among academic, government and other educational institutions in the range of programmes they offer. These programmes, tailored for working professionals and activists in the field of human rights, aim to enhance their knowledge and provide a platform for networking by offering shorter-term and module-based certificate courses. The Mongolian initiative of training 30,000 human right educators across the country by 2023 and 2024 is a significant step towards promoting human rights education on a broader scale. This endeavour has the potential to serve as a foundation for the country's progress in the field of human rights.

During our research, we noticed that most graduate programmes in human rights are affiliated with dedicated institutes in human rights under universities. These institutes are often established through collaborations between national governments and the Office of the UN High Commissioner for Human Rights and its regional or national offices. For example: the Central Asia programme for 2022-2025, which was established after the Global Human Rights Education in Uzbekistan under the National Human Rights Center of the Republic of Uzbekistan with an aim to integrate human rights and gender sensitive trainings specifically designed for the region[2]. Another example is the Institute of Human Rights and Peace Studies at the Mahidol University in Thailand which is responsible for the two Master's programmes on Human Rights aimed at both national and international students.

Furthermore, we observed the significance of collaboration between universities in programmes focusing on human rights. The collaboration between partner universities in these graduate programmes brings numerous benefits. It facilitates the sharing of best practices, comparative analysis, and research collaborations. Students have the opportunity to learn from renowned scholars and practitioners within the region. The diversity of perspectives within the programmes enhances critical thinking, cultural sensitivity, and the ability to address human rights challenges from multiple angles. Additionally, these collaborations foster regional networks and partnerships, promoting the exchange of experiences and lessons learned in promoting human rights and democracy. Graduates of these programmes are equipped with the necessary skills and knowledge to contribute effectively to human rights advocacy, research, policy development, and capacity-building efforts in their respective regions. One notable example is the Arab Master in Democracy and Human Rights programme, and the Asia Pacific Master of Arts in Human Rights and Democratization (APMA) programme. By joining forces, those universities leveraged their strengths, resources, and expertise to create impacts that can address the complex human rights challenges faced in the regions.

Despite progress in promoting human rights education, the Asian continent still faces structural challenges such as limited resources, lack of political will, and cultural barriers. Limited

2 UNODC (2022), Global Forum on Human Rights Education in Uzbekistan, retrieved from https://www.unodc.org/centralasia/en/global-forum-on-human-rights-education-in-uzbekistan.html; last access on 12.07.2023

resources, including finance and infrastructure, can hinder the development and expansion of human rights projects. Poor availability and accessibility of these resources make it challenging to develop and deliver effective human rights education programmes. While scholarship opportunities are available, they are limited and there is not much funding to aid mobility of the students within the region. Furthermore, there is limited access to information about these programmes and their graduates online which makes it difficult to evaluate its success and promote it to prospective students.

It is important to note that each country presents unique challenges when it comes to promoting human rights education for youth. For instance, countries like Iran, Indonesia, and Saudi Arabia have strict religious traditions that may limit discussions on certain topics. So, religious teachings and interpretations can shape the content of human rights education, with potential limitations on topics like freedom of religion, or LGBTQ+ rights. However, efforts are being made to promote an inclusive interpretation of Islam that aligns with human rights principles. In China, political factors can heavily influence the content of human rights education within universities.

Content censorship, particularly regarding topics related to political dissent, freedom of speech or democracy can limit the scope of human rights discussions in universities. In South Korea, cultural factors, and traditional values, which emphasize respect for authority and conformity, can affect discussions on sensitive topics, such as national security, or North Korean human rights issues.

Moreover, the Philippines, for example, faces issues related to cultural diversity and varying regional perspectives on human rights. The country has diverse ethnic, linguistic, and cultural groups, each with its own traditions and beliefs. This diversity can lead to different interpretations and understandings of human rights, creating challenges in developing a unified approach to human rights education. On the other hand, Mongolia is dealing with an intergenerational issue concerning human rights, as the younger generation exhibits greater enthusiasm for human rights education. Mongolia's strategic approach of placing the younger generation at the forefront of human rights education can be a wise strategy for the future.

Analysis

Type of programme

In our research on the type of programmes offered in higher education institutions on human rights in Asia, Francophone Africa, and Anglophone Africa, we observed a predominant focus on academic-oriented courses rather than short-term or certificate programmes. Our findings indicate that a significant number of human rights-related programmes in these regions are structured within standard academic frameworks. However, it is noteworthy that comparatively fewer institutions of higher education offer short-term, or certificate courses specifically focused on human rights.

This emphasis on academic-oriented courses suggests a strong commitment to providing comprehensive and in-depth knowledge of human rights issues. The availability of such programmes reflects a recognition among these institutions of the need for rigorous academic training and research to effectively address complex human rights challenges. These academic-oriented programmes provide students with a solid theoretical foundation, critical analytical skills, and an understanding of the historical, legal, and philosophical dimensions of human rights.

On the other hand, the relatively limited number of short-term or certificate courses indicates a potential area for growth and expansion in human rights education across Asia, Francophone Africa, and Anglophone Africa. While academic-oriented courses are essential, shorter, and more accessible programmes can serve as valuable avenues for raising awareness, capacity-building, and professional development among a broader range of individuals. Such courses can cater to professionals working in the field, practitioners, policymakers, and even non-specialists seeking to gain a basic understanding of human rights principles and practices in a more flexible manner.

Level of programmes

Our analysis of the level of programmes offered in higher education institutions on human rights in Asia, Francophone Africa, and Anglophone Africa revealed a notable emphasis on master level courses compared to bachelor and PhD programmes. It is apparent that many universities in these regions prioritize providing advanced education and specialization in the field of human rights through degree-awarding master's programmes.

This emphasis on master's level courses underscores the need for a higher level of expertise and specialization to address complex human rights challenges effectively. Master's programmes offer students the opportunity to delve deeper into the theoretical, legal, and practical aspects of human rights, equipping them with comprehensive knowledge and critical analytical skills.

These programmes often provide a platform for research, internships, and practical experiences, enabling students to apply their learning in real-world contexts.

In contrast, our research indicates that there is a comparatively lower number of bachelor's and PhD programmes in human rights across these regions. The limited availability of bachelor's programmes suggests a potential gap in offering foundational education in human rights to undergraduate students. Introducing bachelor's programmes could serve as a crucial pathway to nurturing a new generation of human rights scholars and practitioners. Similarly, the relative scarcity of PhD programmes indicates a potential opportunity for institutions to expand their offerings and facilitate advanced research in the field of human rights with narrower specializations. PhD programmes play a vital role in fostering innovation, producing scholarly work, and contributing to the development of human rights theory and practice.

Objectives

The objectives of the programme were related to the focus of the degree offered (i.e., law for training human rights lawyers) but generally aim to teach a human rights-based approach to students in both theory and practice. Most programmes aim to provide either a broad training on human rights, democracy, international law, or a specific understanding of human rights with topics such as child rights, political rights, migrants, refugee rights etc. Some programme objectives were to create opportunities to explore human rights in a specific region such as in Asia or Africa. The training offered in Francophone Africa has broader objectives compared to those in Anglophone Africa or Asia. Given this, it can be said that due to the objectives in each region, human rights education in Francophone Africa will hone professionals with general ideas about human rights and its corollary themes. However, in the other regions, graduates will specialize with in-depth knowledge of human rights.

Thematic focus

In this research, there were distinct patterns observed regarding the thematic focus of human rights programmes in Anglophone Africa, Asia, and Francophone Africa. In Anglophone Africa, we found a significantly greater number of universities offering specific thematic focuses within their human rights courses, in addition to general human rights programmes. For instance, universities in Zambia were found to have dedicated programmes on child rights, women's rights, as well as migration and refugee rights. Meanwhile, in countries such as Bangladesh, Ghana, and Kenya, human rights education is closely related to peace and conflict studies. This indicates a deliberate effort to address specific human rights issues that are particularly relevant to the region.

On the other hand, in Asia, the thematic focus of human rights programmes appeared to be closely related to regional values and political concepts. Programmes in this region often emphasized themes such as peace, conflict, development, and democracy. This regional contextualization of human rights education reflects an understanding of the unique challenges and priorities in Asia and a desire to address them within the normative human rights framework existing in the regional context. In Francophone Africa, we observed a different trend, wherein human rights programmes are more general in nature, encompassing the entirety of human rights issues. Unlike Anglophone Africa and Asia, the emphasis in Francophone Africa seemed to be on providing a comprehensive understanding of human rights principles, norms, and mechanisms, rather than specific thematic areas.

These divergent approaches to the thematic focus of human rights programmes reflect the varying contexts, priorities, and educational philosophies within each region. While Anglophone Africa focuses on specific thematic areas, Asia emphasizes regional and cultural values, and Francophone Africa adopts a broader approach to human rights education. It is worth considering the advantages of both approaches: the specific thematic focus allows for in-depth analysis and expertise in key areas of human rights concern, empowering students to become specialists in those fields. On the other hand, the general human rights approach provides a strong foundation in the overall principles and mechanisms of human rights, enabling students to understand the interconnectedness and universality of human rights issues.

Target group

Among the various target groups for human rights education in institutions of higher learning in the regions under review, the research found that career practitioners emerged as the most dominant group. This finding suggests that there is a significant emphasis on equipping professionals already working in fields related to human rights with the necessary knowledge and skills to enhance their practice and effectiveness. The focus on career practitioners highlights the vital role they play in promoting and protecting human rights in various sectors such as law, government, non-governmental organizations, and international organizations. By offering specialized human rights programmes tailored to their needs, higher education institutions aim to enhance the capacity of these practitioners to address human rights challenges and contribute to positive change.

This predominant focus on career practitioners as a target group means limited options for groups including undergraduate students, graduate students from other academic disciplines, researchers, activists, policymakers, and the general public, indicating a limited scope that does not go beyond professional practitioners who have had experience working in the human rights field. It is thus essential for institutions of higher learning to engage a diverse and wider range

of individuals in order to foster and promote greater awareness, empathy, and a shared responsibility for human rights among diverse stakeholders.

Content

In terms of programme content, the available modules explored across the three regions teach human rights from both a regional and international perspective. This structure equips students with the general framework of knowledge on basic human rights surrounding their regional contexts while also preparing them for a career that promotes human rights on a global scale. Teaching human rights education from both international and local perspectives is important because it helps individuals understand the universality of human rights while also recognizing the unique cultural and societal contexts in which they are applied. International human rights standards provide a framework for protecting human rights, but they must be adapted and implemented in a way that is relevant to local contexts. By incorporating both international and local perspectives, individuals can develop a more nuanced and comprehensive understanding of human rights and how they can be protected in their own communities. This approach can also help to promote respect for diversity and cultural sensitivity, while still upholding the fundamental principles of human rights.

Moreover, a general observation is that the human rights programmes, if not falling under a department of social sciences, are generally run by a dedicated human rights institute or department within the academic institution. Human rights institutes within universities play a crucial role in promoting human rights education and research. They provide a platform for students, researchers, and practitioners to engage in critical thinking and dialogue about human rights issues. They also help to build partnerships between academia, civil society, and governments to promote human rights research and advocacy.

Language

In contrast to Francophone and Anglophone Africa, we found that English proficiency requirements were dominant in Asia given the international character and the linguistic diversity of the region. In order to attend a programme in Francophone Africa, it is assumed that you have a certain understanding of the French language; the same applies for English language understanding for Anglophone Africa, and thus, less emphasis is made on language requirements. Since those languages are the most widely spoken or the official language in those countries, it will be easier for people from those regions to enroll in the human right programme than someone from Asia willing to get a human right degree in Asia who does not speak English.

Methodology

The methodology employed in human rights programmes across the institutions of higher learning in Asia, Francophone Africa, and Anglophone Africa generally follows a traditional academic structure. Most programmes are conducted in person and adhere to the standard practices of higher education, including lectures, examinations, and thesis writing.

The in-person format of human rights programmes underscores the importance of direct interaction between students and faculty, facilitating in-depth discussions, critical thinking, and the exchange of ideas. Face-to-face interactions provide a platform for students to engage with their peers, share experiences, and enhance their understanding of human rights issues through active participation in classroom activities.

The use of lectures as a primary mode of instruction in human rights programmes allows for the dissemination of theoretical knowledge and the presentation of case studies, legal frameworks, and historical perspectives related to human rights. Lectures offer a structured approach to cover essential concepts and theories, ensuring students have a solid foundation in the subject matter. Examinations are used as means of assessing students' comprehension and critical thinking skills to enable students to demonstrate their understanding of human rights principles, laws, and their ability to apply this knowledge to practical scenarios. Examinations play a role in evaluating students' progress and ensuring they meet the learning objectives of the programme.

Thesis writing at the end of the programme, as typical of general university studies, provides an opportunity for students to engage in independent research and contribute to the existing body of knowledge in the field. This allows students to delve into specific human rights topics of interest, conduct in-depth analysis, and develop their research and analytical skills. This process encourages students to think critically, engage with primary and secondary sources, and present their findings in a coherent and scholarly manner.

Application deadline, starting dates, and duration

The researched programmes generally range from one to two years in duration. This timeframe communicates the intensity of coursework, research, and practical experiences to develop students' understanding of human rights issues and enhance their skills in the field.

However, it was challenging to obtain detailed information about application deadlines and starting dates for these programmes. It was difficult to find specific information on the important scheduling of these programmes, which can vary depending on the country, institution, and the specific course. This lack of information may disadvantage potential students, especially the dominant target group of career practitioners who are looking for options to align their educational pursuits with their individual careers, circumstances, and timelines.

Admission requirements

In Anglophone Africa, human rights programmes often have a higher minimum grade requirement compared to the other regions. This requirement reflects the competitive nature of admissions and the desire to enroll highly qualified students who have demonstrated academic excellence in their previous studies. It was also observed that in Anglophone Africa, it is common for human rights programmes to require applicants to have previous experience in a related field. This requirement aims to ensure that students entering the programme have practical exposure and a contextual understanding of human rights issues. In contrast, Francophone Africa does not typically require previous experience for admission to human rights programmes. In Asia, previous experience in a related field is generally preferred but not explicitly required for admission, which makes the programme more open for potential students who come from different specializations.

Furthermore, in both Anglophone Africa and Francophone Africa, a common admission requirement for human rights programmes is a bachelor's degree in a human rights-related field. This requirement ensures that students entering the programme have a foundational understanding of human rights principles and concepts, despite finding relatively less bachelor programmes for human rights studies. Similarly, in most parts of Asia, a bachelor's degree in a human rights-related field is also a common admission requirement. However, it is worth noting that in Southeast Asia, applicants from diverse academic backgrounds may be considered for admission, indicating a more inclusive approach to admissions.

Tuition/Accommodation

Across all regions, tuition fees for university education, including human rights programmes, were generally higher, sometimes going above USD 9,000, such as for the LLM Human Rights Law and Practice programme at the University of Ghana. However, we observed that across all three regions, there were different fee structures for nationals and internationals with the former paying relatively lesser than the latter. We also observed that MA programmes tend to be cheaper than LLM programmes. This difference in cost can be attributed to the additional specialization and depth of legal knowledge offered by LLM programmes. While MA programmes focus on providing a broader understanding of human rights, LLM programmes delve deeper into legal aspects and may require additional resources and faculty expertise, thus leading to higher tuition fees.

Again, we found that students pursuing human rights programmes have access to general university dormitories and hostels that could come with advantages and its costs generally excluded from tuition fees. These university dorms and hostels provide students with relatively affordable and convenient living arrangements in close proximity to their educational institutions

while also offering opportunities for students to engage in a vibrant campus life, interact with fellow students, and immerse themselves in the academic community.

Funding opportunities

It was observed that in Anglophone Africa, there were relatively few programme-specific funding opportunities available for human rights education. However, students could apply for general university scholarships, which may or may not be specifically designated for human rights programmes. This indicates that funding options for students interested in pursuing human rights education in Anglophone Africa may be limited and primarily reliant on general scholarship opportunities provided by universities and external donors. As a result, students may need to explore a range of other funding sources and scholarships to fully support their studies in human rights and its accompanying costs.

In Francophone Africa, it was challenging to obtain information about funding opportunities for human rights programmes. The lack of available information suggests a potential challenge in accessing dedicated funding for students pursuing human rights education in this region. This could also discourage potential students from applying for the programme in the beginning as they may anticipate that they will face obstacles in appropriately financing their studies. In Asia, several funding opportunities were available, but with certain limitations. For example, some opportunities were exclusively available to nationals within the region, limiting access for international students. This regional focus on funding opportunities may pose challenges for students from outside the region who are interested in pursuing human rights education in Asia.

Accessibility of information

An important aspect that emerged during this research on human rights education in institutions of higher learning in Asia, Francophone Africa, and Anglophone Africa is the limited accessibility of information about the programmes and previous graduates. It was challenging to obtain information online, as many programmes either lacked a dedicated website or, if they existed, they were not regularly updated. This is the case, for example, of the “University D'Abomey-Calavi” or “Centre d’Etudes et Recherches sur le Droit International général et les Droits de l’Homme”. The lack of readily accessible and updated information hinders prospective students and researchers from obtaining comprehensive details about the programme curriculum, faculty, admission requirements, and the achievements of previous graduates. This absence of a dedicated website or the lack of regular information on the programme can be a barrier for individuals seeking to make informed decisions about pursuing human rights education or even gain a better understanding of it to consider applying in the first place. Regularly updated and comprehensive websites serve as a valuable resource to showcase the programme's strengths, learning outcomes, faculty expertise, and success stories of alumni in a coordinated manner.

Such information also plays a vital role in attracting prospective students and building the credibility of the programme.

Furthermore, there was a significant gap in the availability of information regarding the evaluation of these human rights programmes. The evaluation of educational programmes is crucial for assessing their effectiveness, identifying areas for improvement, and ensuring quality assurance. However, our research revealed a lack of publicly accessible information on the evaluation processes and outcomes of these programmes. This absence makes it challenging to gauge the impact and efficacy of the programmes in terms of student learning outcomes, career prospects, and the overall contribution to advancing human rights.

Type of Institution

During our research, we found a significantly greater prevalence of inter-university collaborations in Asia and Francophone Africa compared to Anglophone Africa. For example, the Global Campus of Human Rights has two collaborative programmes across multiple universities in Southeast Asia and West Asia. Similarly, the "Chaire UNESCO des Droits de la Personne Humaine et de la Démocratie (DPHD)" is present in 12 countries, but mainly in Francophone Africa. Inter-university collaborations play a significant role in fostering knowledge exchange, sharing resources, promoting a multidisciplinary approach to human rights education as well as helping students create valuable networks and learn from different country contexts. These collaborations enable institutions to pool their expertise, offer diverse perspectives, and enhance the overall quality of the programmes. The presence of inter-university collaborations indicates a collective commitment to advancing human rights education beyond individual institutional boundaries.

Secondly, the research observed that it was prevalent across the regions under review that there is a mix of private and public universities hosting human rights programmes. This diversity of institutional types enriches the landscape of human rights education by providing a range of educational opportunities and perspectives. Private universities often bring innovation, flexibility, and specialized expertise to human rights programmes, while public universities have a broader reach and institutional support. Both have proven to be crucial for ensuring the accessibility and diversity of human rights education. This multi-sectoral approach helps to broaden the impact of human rights education by reaching a wider range of students while fostering partnerships between academia, civil society, and other stakeholders.

Summary

In this paper, we have analyzed more than 30 university programmes in human rights across Asia, Anglophone Africa, and Francophone Africa based on the given parameters including types

of programmes, objectives, methodologies, and financing and contents. In terms of methodology, we conducted rigorous group discussions in addition to individual searches of online sources for university programmes. Given the diverse backgrounds and nationalities of our group members, we were able to engage deeper with the characteristics of the programmes and integrate the data without any constraints. Through our extensive group discussions, we identified common themes in the gathered data, which led us to draw the following conclusions and formulate comprehensive recommendations.

Our analysis revealed a great deal of diversity in content and availability among the programmes, with variations in conferred degrees, duration, admission requirements, funding opportunities, and, most notably, thematic focuses. While there are discrepancies across the programmes, there are also commonalities in terms of their objectives, delivery methods, and methodologies. The majority of these programmes are integrated into the national academic frameworks, embedded into legal curricula, and place a strong emphasis on the practical aspects and hands-on experience of human rights education.

Furthermore, it is important to mention that a majority of the programmes we examined are based on designated human rights institutes, which have been established through collaboration between national and international human rights organizations and universities. To enhance the promotion of human rights education on a broader scale, it is crucial to utilize these institutes as platforms for providing non-degree, certificate, and professional programmes, expanding beyond traditional academic or degree education. In this context, the Mongolian initiative to train human rights educators through accelerated modules stands as an approach worth considering.

We have also observed ongoing regional initiatives aimed at collaboratively preparing students in partnership with various universities in the region. For example, Zimbabwe, Ethiopia, Côte d'Ivoire, Democratic Republic of Congo, and other Francophone countries have already implemented a regional programme in cooperation with the UNESCO Chair, which should be highlighted. Such cross-regional collaboration can lead to an exchange of best educational practices, contributing to the overall advancement of human rights education in the regions.

Before stating our final remarks, we should acknowledge that our study has certain limitations. We conducted a sampling of a limited number of programmes, which means our findings may not capture the full spectrum of university programmes in human rights across all regions. Also, the availability of online sources played a significant role in shaping the extent of our research findings. Language barriers and the need for contextual knowledge posed challenges when understanding the education systems of different countries.

Finally, our paper served as a valuable and a contributive exercise in examining the state of human rights education across different regions and reflecting upon our untapped potential. By

identifying the gaps and areas for improvement, we can actively work towards harnessing collaborative partnerships to further enhance human rights education.

Recommendations

Overall Recommendations

With these regional overviews and comparative analyses in mind, the group has formulated several key recommendations to fit all three regions, along with region-specific recommendations to best improve the presence and quality of human rights education. Looking to overall improvements, we have proposed five key recommendations that aim and strengthen engagement and legitimacy within human rights education systems. By focusing on these characteristics, educational institutions will have more standardized and internationally recognized systems, while also allowing for more practical uses of human rights knowledge. Our recommendations are the following:

Create a universal accreditation system that is approved by the Office of the United Nations High Commissioner for Human Rights (OHCHR)

A strong method to allow for increased knowledge-sharing between universities and fortified alignment with the OHCHR's goals is the establishment of an accreditation system for educational institutions. Through the formation of a unified system, tertiary education institutions can strive to adapt these norms into their own curriculum, thereby allowing them access to OHCHR resources and an expanding network of global universities. Integration into this system will not only ensure that institutions are digitally publishing their curriculum, degree options, and courses of study, but also have demonstrated a multidisciplinary approach to human rights education. This can be seen in curriculum enhancement efforts, incorporation of site visits, and a stronger emphasis on practice in local and international settings. Moreover, the creation of this accreditation system can bolster relations between universities thereby encouraging exchange and educational resources.

Establish university liaisons to strengthen connection between OHCHR and educational institutions

Based on the lack of widespread availability and digital footprint of many human rights courses, this recommendation accompanies the accreditation system by establishing a designated university liaison to serve as a link between the OHCHR and their educational institution. This role can be taken on by a faculty member, student organization or even a student that remains

dedicated to the work of human rights. Not only does this promote leadership and accountability for human rights institutions to constantly ameliorate their curriculum but it also promotes international unity through universal human rights. Lastly, this recommendation is beneficial in creating a stronger network of human rights defenders that can promote programmes and highlight educational successes.

Integrate community engagement courses into human rights curriculum

Noting the varying equilibrium of theory versus practice in curricula across Asia and Africa, this recommendation aims to create a community engagement course into each human rights degree programme. This semester-long course can act as a culminating or capstone project that will give the students an opportunity to interact with a human rights issue, organization, or theme within their community or abroad. This is a particularly important integration to coursework for universities that focus heavily on theory as it allows students to test their knowledge and foster a greater understanding of human rights within a given context. Universities such as Columbia University 'School of International and Public Affairs and the George Washington University's Elliott School of International Affairs have developed capstone courses that are consulting projects with real clients and issues; these opportunities fortify the skills acquired in classrooms and have been shown to increase one's motivation towards the fields of international studies and human rights. This learner-first approach orients itself within the OHCHR's goal of increasing engagement with human rights on a global scale. Moreover, universities can take on varying approaches to this engagement course as they see fit within their own resources and capacities.

Universalize educational standards to blend theory and practice

With universities, notably in Asia and Francophone Africa, focusing heavily on theory, there is a need for a more universal approach to human rights that incorporates practical approaches to the sector. The education of human rights cannot only be achieved through lectures, but also through site visits, community engagement efforts, and interactive activities that diversify one's educational experiences. In several cases, students found that this hands-on approach strengthened not only their understanding, but also their motivation of human rights issues.

Incorporate skills courses into human rights curriculum

Considering the increasing education-to-workforce skills gap, there is an immense need for the next generation of workers to develop tangible skills to better contribute to the needs of a changing workplace. Some universities around the globe have already begun introducing one-off workshops on critical skills such as how to write a policy brief, how to engage in advocacy in local contexts, and how to engage in digital human rights campaigns. These courses can be done in par with OHCHR recommendations and local professors 'capacities. These workshops can meet

one or two times in a given semester to sharpen students 'hard skills and create more workplace preparedness. Since these skills courses are intended to supplement curriculum, they can be implemented easily by universities who best understand the skills gap within their own contexts.

Regional Recommendations

Anglophone Africa

Expand Degree Offering

Increase the availability of bachelor's and doctoral degree programmes in human rights across universities in Anglophone Africa. While there are currently several master's programmes, the establishment of undergraduate and PhD programmes will provide students with a comprehensive educational pathway and foster a deeper understanding of human rights from foundational to advanced levels.

Enhance Application Process

Improve the application process for human rights programmes by adopting a more holistic approach as currently they just ask for the grade point average and work experience at master's level. This can include requiring additional materials such as a motivation letter, personal statements, and two recommendation letters. By considering a broader range of criteria beyond academic performance, such as personal motivation, relevant experiences, and character references, universities can identify passionate and well-rounded individuals committed to making a positive impact in the field of human rights.

Promote Practical Learning

Develop practical components within human rights programmes to complement theoretical coursework. This can be achieved through the integration of internships, fieldwork, and case studies that allow students to apply theoretical knowledge in real-world contexts. By providing opportunities for hands-on experience, students can develop essential skills and gain a deeper understanding of the challenges and complexities associated with human rights work.

Francophone Africa

In order to enhance the quality and accessibility of human rights education across Francophone Africa, four compelling recommendations have been put forth. They revolve around four crucial pillars that include integration, digitalization, inclusion, and admissions.

Integration

To allow students to gain a comprehensive understanding of human rights principles and concepts from the onset of their studies, universities should integrate human rights into relevant curricula such as law, political science, international studies, etc. This can be beneficial in creating more public exposure to human rights issues, while ensuring students can study the multidimensional aspects of human rights.

Digitalization and publication of educational trainings

To ensure transparency and facilitate a smooth application process, universities should publish comprehensive and up-to-date information on their websites. This includes application deadlines, admission procedures, required documents, selection criteria, fees, and payment arrangements. It is also crucial for higher education institutions to integrate online collaboration tools such as project management platforms, shared workspaces, and video conferencing solutions to facilitate communication and coordination between different departments within the university and between universities in other countries.

Inclusion

To promote affordable and accessible education, universities should take proactive steps to encourage the participation of less well-off students in higher education by offering scholarships, financial aid programmes covering aspects such as living expenses, textbook costs, and transportation expenditures. Educational institutions are also encouraged to adopt online training platforms and evening courses designed specifically for working professionals interested in human rights studies, to facilitate flexibility in learning opportunities.

Admissions

To enhance access to master's degrees, universities should consider extending their admission criteria beyond academic results. This includes considering other factors such as work experience, transferable skills, personal achievements, additional certifications, and letters of recommendations. Moreover, instead of strictly requiring completion of specific undergraduate degrees, they could consider accepting applicants from related disciplines or those with relevant work experience. By implementing this approach, universities will have the ability to recognize and embrace the potential and dedication of individuals beyond traditional selection criteria.

Asia

Expand inter-university collaborations across regions to work together on specific projects or initiatives and encourage a more open and international character of human rights programmes.

This can be achieved through activities such as joint research projects, faculty exchanges, student exchanges, and shared curriculum development.

Increase opportunities for regional mobility support. By expanding these collaborations across regions, human rights programmes can benefit from a more diverse and global perspective. So, regional mobility support can include programmes such as exchange programmes, scholarships, and grants specifically designed to support students' travel and living expenses when studying or conducting research in different regions.

Encourage more flexible courses that allow students to work in a job or other professional field after graduation. Human services can improve the student experience by providing more flexible transfer models, such as hybrid classes, allowing students to participate in work or other activities upon graduation. This change recognizes the importance of quality and effective learning in the field of human rights.

Provide more relevant and updated information about the programmes, including application dates, evaluations, and details about admissions. To attract and support prospective students, human rights programmes should strive to provide comprehensive and up-to-date information about their offerings. This includes transparent communication about application dates, admission requirements, evaluation criteria, and other relevant details.

References

United Nations for Human Rights Office of the High Commissioner, (2020), From Planning to Impact: A Manual on Human Rights Training Methodology; available at https://www.ohchr.org/sites/default/files/Documents/Publications/training6en.pdf ; last access on 12.07.2023

UNODC (2022), Global Forum on Human Rights Education in Uzbekistan, retrieved from https://www.unodc.org/centralasia/en/global-forum-on-human-rights-education-in-uzbekistan.html; last access on 12.07.2023

Annexes

Anglophone Africa

Programme Name	
Type of Programme	Academic law programmes
Name of Academic Institution	University of Lagos, Faculty of Law
Frequency	Full-time and part-time
Level	Undergraduate and Graduate
Objectives	To provide high-quality legal education, practical skills development, promote ethical and professional values, encourage legal research and scholarship, and engage in community service.
Thematic / Geographic focus of the Programme	Constitutional law / Commercial law / UN Human Rights System / Regional Human Rights Systems / Business and Human Rights in the Extractive Industries / Gender and reproductive health rights issues International law / Human rights law / Environmental law / Intellectual property law
Target Group	The Faculty of Law at the University of Lagos is open to both Nigerian and international students who are interested in pursuing a legal education. It is designed for individuals who aspire to become legal professionals, such as lawyers, judges, legal consultants, academics, or policymakers.

Content	/
Language	English
Country	Nigeria
City	Lagos
Methodology Used	The University of Lagos, Faculty of Law offers undergraduate and postgraduate programmes. The teaching methodologies include lectures, seminars, moot court exercises, legal research and writing, internships, and guest lectures. The faculty consists of experienced professors, and students have access to a well-equipped library.
Degree / Certificate	LL. B (Bachelor of Laws), LL.M (Master of Laws), Ph.D. in Law Degree: LL. B, LL.M, Ph.D.
Deadline for Application	It can vary depending on the specific academic calendar for each session.
Start date and end date	Generally, the academic year in Nigerian universities starts around September/October and ends in July/August.
Admission requirements	Educational Qualifications: Applicants must possess a Senior Secondary School Certificate Examination (SSCE) or its equivalent, with credits in at least five subjects, including English Language and Mathematics, obtained at not more than two sittings. Prospective students must sit for the Unified Tertiary Matriculation Examination (UTME). Post-UTME Screening: After the UTME, applicants may be required to participate in a post-UTME screening exercise organized by the university. Cut-off Mark: The university sets a minimum cut-off mark for the Faculty of Law, which is usually higher than the general cut-off mark for other programmes considered for admission.
Tuition/ Accommodation	Tuition fees and accommodation costs at the University of Lagos vary based on factors such as nationality, programme, and year of admission. For specific and up-to-date information, visit the university's website or contact the admission office or Faculty of Law directly
Funding Opportunity	The University of Lagos and the Faculty of Law offer various scholarships and funding opportunities for both Nigerian and international students based on merit, financial need, and specific criteria. External scholarships from government bodies, organizations, and foundations are also available. In

	Nigeria, the government offers sponsorship programmes for students pursuing higher education.
Homepage	http://ul.edu.lr/colleges/school-of-law/

Programme Name	
Type of Programme	Undergraduate and graduate law programme
Name of Academic Institution	Louis Arthur Grimes School of Law, University of Liberia
Frequency	Full-time basis over a period of four years
Level	/
Objectives	The programme focuses on equipping students with the knowledge and skills necessary to navigate the legal landscape in Liberia
Thematic / Geographic focus of the Programme	Constitutional law / Criminal law and contract law / Refugee Policy and Protection / M.A. Seminar / National Human Rights / Property law / International law / Human rights law / Human Rights Issues in International Relations / Transitional Justice
Target Group	High school graduates or individuals with an undergraduate degree interested in pursuing legal studies.
Content	/
Language	English
Country	Liberia
City	/
Methodology Used	Louis Arthur Grimes School of Law utilizes a combination of lectures, seminars, case studies, moot court exercises, legal research and writing, and clinical programmes to provide students with a comprehensive legal education.
Degree / Certificate	Degree Bachelor of Laws (LL.B.) / Master of Laws (LL.M.): A postgraduate / Doctor of Juridical Science (S.J.D.) / Bachelor's degree / Master's degree / PHD
Deadline for Application	/
Start date and end date	/

Admission requirements	The admission requirements for the Louis Arthur Grimes School of Law may vary depending on the programme and level of study. High school diploma or equivalent. Minimum grade point average (GPA) or academic performance. Completed application form. Letters of recommendation. Personal statement or statement of purpose. Writing sample, if required. Admission test scores (e.g., SAT, ACT, or other standardized tests). LL.M. Programme: LL.B. degree from a recognized institution.
Tuition / Accommodation	Law schools and universities often have various financial aid options and scholarships available to students. These can help offset tuition and accommodation costs.
Funding Opportunity	The Louis Arthur Grimes School of Law at the University of Liberia may offer funding opportunities such as scholarships, grants, or financial aid programmes for eligible students. It's recommended to visit the official website of the law school or contact their financial aid office for detailed information on the funding opportunities available for law students.
Homepage	http://ul.edu.lr/colleges/school-of-law/

Programme Name	
Type of Programme	Undergraduate and graduate programme. This programme also provides exchange coursework.
Name of Academic Institution	University of Namibia (UNAM)
Frequency	Annual. Full-time programme.
Level	/
Objectives	To provide students with a strong foundation in legal principles and equip them with the necessary skills to practice law.
Thematic / Geographic focus of the Programme	Administrative law / Disability and Human Rights / Gender-based violence / Gender and Armed Conflict / International law / Human rights law / Commercial law / Environmental law / Constitutional law / Criminal law / Contract law.
Target Group	The faculty targets undergraduate and postgraduate students aspiring to pursue a legal career, including aspiring legal professionals and community members seeking legal support and services.
Content	/

Language	English
Country	Namibia
City	/
Methodology Used	The programme offers lectures, tutorials, seminars, moot court exercises, and practical training. coursework, examinations, and research. These methods promote theoretical understanding, critical thinking, practical skills, and application of legal principles in real-world scenarios.
Degree / Certificate	Bachelor of Laws (LLB) Degree: LLB Master of Laws (LLM) Certificate / Bachelor's degree / Master's degree
Deadline for Application	/
Start date and end date	Mid July to end of May
Admission requirements	UNAM has specific admission requirements for international students, which could involve proof of English language proficiency, submission of academic transcripts, and other documentation. International students are advised to refer to the university's website or contact the admissions office for specific information related to their circumstances. Minimum grade point average (GPA) or academic performance in the LL.B. programme. Completed application form. Letters of recommendation (usually from law professors or legal professionals). Personal statement or statement of purpose. Writing sample or research proposal. Admission test scores (if applicable).
Tuition / Accommodation	/
Funding Opportunity	UNAM provides scholarships based on academic merit, financial need, and specific criteria set by the university or external organizations. These scholarships can cover tuition fees, accommodation, and even living expenses. External Scholarships and Grants: Various external organizations, such as government agencies, foundations, private companies, and international funding bodies, may provide scholarships and grants specifically for Namibian or international students studying at UNAM.
Homepage	http://www.unam.edu.na/faculties/law/

MSC. CHILD RIGHTS AND CHILDHOOD STUDIES

Type of Programme	Master Degree
Name of Academic Institution	Africa University
Frequency	Annual
Level	Post-graduate
Objectives	Demonstrate an understanding of child rights as stipulated by the UNCRC. Understand child development and social constructions on childhood from an African perspective. Use child rights based approaches in developing programmes and policies for children. Demonstrate an understanding of child rights programming concepts. Demonstrate an understanding of child leadership and participation strategies. Understand and make use of research methodologies that are appropriate for children.
Thematic/Geographic focus of the Programme	Children's rights
Target Group	Students and Career Practitioners
Content	Content of the programme encompasses knowledge and skills in child rights and childhood studies anchored in the African perspective
Language	English
Country	Zimbabwe
City	Mutare
Methodology Used	As stated by the academic institution
Degree/Certificate	Master of Science
Deadline for Application	/
Start date and end date	/
Admission requirements	A good first degree in relevant area and appropriate two years post Bachelor professional experience.
Tuition/ Accommodation	US$ 135 per credit hour. Plus other additional costs.
Funding Opportunity	There are no programme specific funding opportunities, but the university overall has very limited scholarship opportunities that students can apply to.
Homepage	https://www.africau.edu/programmes/MasterofScience%20inChildRightsandChildhoodStudies.html
Extra Notes	This private university has varying academic programmes on human rights with very specific themes: child, migrants, and

	refugees as well as human rights with a thematic focus on peace and development.

MSC. MIGRATION, CITIZENSHIP AND REFUGEE PROTECTION	
Type of Programme	Master Degree
Name of Academic Institution	Africa University
Frequency	Annual
Level	Post-graduate
Objectives	The aim of this programme is to provide a broad theoretical understanding of human mobility and the role of both internal and international migration in economic and political processes, social change, and globalization as well as an overview of the major debates and literature on migration, citizenship, and refugee protection from different disciplinary perspectives. The programme offers students an understanding of the complex and varied nature of migration and refugee populations, of their centrality to global, regional, and national processes of political, social, and economic change, and of the needs and aspirations of displaced people. The programme also helps students develop a broad understanding of academic research related to the integrated areas of migration, citizenship, and refugee protection, as well as critical thinking and sound evaluative tools relevant for policy debates at all levels including potential linkages between diaspora engagement and economic development in Africa.
Thematic/Geographic focus of the Programme	Migrants and Refugee Rights
Target Group	Students and Early Career Practitioners
Content	Content of the programme encompasses knowledge, theories and practice of migrants and refugee law and rights.
Language	English
Country	Zimbabwe
City	Mutare
Methodology Used	As stated by the academic institution
Degree/Certificate	Master of Science

Deadline for Application	/
Start date and end date	/
Admission requirements	A Second-Class Honours degree of Africa University or a qualification from another institution of higher learning deemed by the GSC to be equivalent to a Second-Class Honours degree of Africa University. A candidate with a Pass in an Honours degree will be considered for admission if his/her undergraduate performance in the proposed area of study was a B (3.0) grade average or above, AND s/he has satisfied the GSC through the relevant Faculty/Institute that s/he has exhibited academic potential by conducting fieldwork, subsequent research experience and/or additional training in the academic discipline of the intended Masters degree. A candidate who holds a general degree should at least have a lower second class with an average of B (3.0) or higher in the academic discipline of the intended Masters degree. Upon recommendation to the GSC by the Dean/Director of the respective Faculty/Institute, a candidate whose first degree is considered deficient may be required to take one or more undergraduate courses in addition to the minimum graduate requirements. The Faculty may impose special conditions for admission as required by the degree programme.
Tuition/ Accommodation	US$ 135 per credit hour. Plus other additional costs.
Funding Opportunity	There are no programme specific funding opportunities, but the university overall has very limited scholarship opportunities that students can apply to.
Homepage	https://www.africau.edu/programmes/MasterofScienceinMigrationCitizenshipandRefugeeProtection.html

HUMAN RIGHTS LAW AND PRACTICE (M.A. & LL.M.)	
Type of Programme	Master Programme
Name of Academic Institution	University of Ghana, Legon.
Frequency	Annual
Level	Graduate

Objectives	Improve the theoretical and practical training available to lawyers and non-lawyers in human rights law and practice. Provide students with a systematic understanding of the range of issues in Human Rights Laws that are currently the subject of debate at national and international levels. Develop improved capacity and understanding of the role of domestic and international law and legal institutions in responding to and resolving dilemmas in human rights; and address the learning needs of students interested in the human rights decision-making space.
Thematic/Geographic focus of the Programme	Local and International Human Rights Law in general
Target Group	Lawyers and Non-Lawyers
Content	Research Methods / History and Theory of Human Rights / UN Human Rights System / Selected Topics in International Human Rights / Regional Human Rights Systems / Human Rights in Ghana / Refugee Policy and Protection / M.A. Seminar / National Human Rights Institutions, NGOs and Courts / Business and Human Rights in the Extractive Industries / Disability and Human Rights / Gender-based violence, Gender and Armed Conflict / Gender and reproductive health rights issues / M.A. Dissertation
Language	English
Country	Ghana
City	Accra
Methodology Used	Lectures (Online and In-person), seminars and dissertations. Continuous assessment is the main mode of examination.
Degree/Certificate	Master of Laws (Ll.M.) In Human Rights Law and Practice & Master of Arts (M.A.) In Human Rights Law and Practice
Deadline for Application	/
Start date and end date	/
Admission requirements	First degree from a recognized University. Shortlisting / Interview. M.A. – proven interest, exposure or experience in Human Rights Law and Practice. LL.M. – Bachelor of laws degree or its equivalent.
Tuition/ Accommodation	GHS 22,355.00 (Ghanaians) USD 9,178.00 (Non-Ghanaians) GHS 2,445.00 (Admission Processing Fees)
Funding Opportunity	The programmes have no programme specific funding

Homepage	https://law.ug.edu.gh/human-rights-law-and-practice-ma-llm

BA. POLITICS, HUMAN RIGHTS, AND INTERNATIONAL RELATIONS	
Type of Programme	Bachelors Degree
Name of Academic Institution	University of Mauritius
Frequency	Annual
Level	First Degree
Objectives	This course creates opportunities for students willing to explore key aspects of political science while developing an in-depth knowledge of human rights and international relations. Graduates will gather the required skills to work in the private and public sector; in NGOs dealing with human rights and in regional, national, and international human rights institutions, including Commissions and Observatories.
Thematic/Geographic focus of the Programme	Human Rights in a broader context
Target Group	High School Certificate holders
Content	Foundations of Human Rights / Gender and Human Rights / Freedom of Religion or Belief / Human Rights Institutions / Environment and Human Rights / Human Rights Issues in International Relations / Transitional Justice
Language	English
Country	Mauritius
City	Réduit, Moka
Methodology Used	Main teaching methods are lectures, tutorials, seminars and working groups. Learning methods will include: - case studies, the use of community resource persons, debates, group discussions, hypotheticals, mock trials, visual aid, participant presentations and exhibitions.
Degree/Certificate	BSc. Politics, Human Rights, and International Relations
Deadline for Application	/
Start date and end date	/
Admission requirements	A credit in English Language at Cambridge School Certificate / 'O' Level or equivalent. 2 GCE 'A' Level passes in 2 subjects.

Tuition/ Accommodation	Administrative Fee Rs10,000 per year will have to be paid by students who are eligible for Free Tertiary Education Scheme in accordance with the Government's policy. Rs 20,500 per year for students who are not eligible for FTES
Funding Opportunity	No programme specific funding opportunity seen
Homepage	https://www.uom.ac.mu/Images/Files/programmes/FSSH/YR2017/Undergraduate/SH356A.pdf

ARTS IN ETHICS AND HUMAN RIGHTS	
Type of Programme	Bachelor
Name of Academic Institution	Makerere University, College of Humanities and Social Sciences
Frequency	Annual
Level	Undergraduate Level
Objectives	Bachelor's degree in Ethics and Human Rights Is intended to provide a comprehensive course of study that positively responds to the above yearning of society.
Thematic/Geographic focus of the Programme	Human rights have ceased to be the concern of only a few distinct organizations like the United Nations, Amnesty International or American Human Rights Watch. Human rights are now at the center of the broader life of humankind. Today people talk of Human Rights based approach to development, Human Rights and Democracy, Peoples' centered approach to development in the age of globalization etc. These new needs call, not only for a better understanding of basic human rights principles, but also for need to be equipped with ethics.
Target Group	/

Content	Year 1: Introduction To Ethics, Communication Skills, Introduction To Research Ethics, Philosophical Foundations Of Human Rights, Introduction To Human Rights, Introduction To International And Human Rights Regimes, History Of Ethics, Critical Thinking, Evolution Of Human Rights, Introduction To Human Rights Law, Year 2: Disability And Human Rights, Poverty, Ethics And Human Rights, Minority Rights, Gender, Ethics And Human Rights, Development Ethics, African Traditional Justice Systems And Human Rights, Research Methods, Ethics, Human Rights And Governance, Implementing Human Rights, African Indigenous Ethical Systems, Professional Ethics, Theories Of Human Rights, Theories Of Ethics, Human Rights And Environmental Management Year 3: Children's Rights, International Ethics, Ethics And Integrity In Public Administration, Technology And Human Rights, Implementing Ethics And Integrity, The Human Person, Ethics And Human Rights, Human Rights In Africa, Ethics, Property Rights And Development, Ethical Development Of Persons And Organizations, Contemporary Ethical And Human Rights Issues, Management Of Ethical And Human Rights 'Dilemmas, Social Ethics, Research Project, Ethics And Human Rights In Uganda
Language	English
Country	Uganda
City	Kampala
Methodology Used	The Bachelor of Ethics and Human Rights is offered by coursework, examinations, and research.
Degree/Certificate	Bachelor
Deadline for Application	August of each year
Start date and end date	If applicable
Admission requirements	/
Tuition/ Accommodation	Ugandan: 450 USD per annum International: 705 USD per annum https://www.mak.ac.ug/sites/default/files/downloads/Makerere-Undergraduate-Fees-Structure-2013-14-CHUSS_0.pdf

Funding Opportunity	All Graduate Programmes are PRIVATELY SPONSORED. Therefore, applicants seeking sponsorship should have their applications endorsed by their respective sponsors where applicable. Applicants should note that the various fees payable to the University indicated for the various programmes EXCLUDE functional fees, accommodation, books, research, and other expenses.
Homepage	https://courses.mak.ac.ug/programmes/bachelor-ethics-and-human-rights

MASTER OF LAWS (LL.M) IN HUMAN RIGHTS LAW	
Type of Programme	Master
Name of Academic Institution	Ruaha Catholic University
Frequency	Yearly
Level	Graduate level
Objectives	The LL.M. in Human Rights Law is a programme which intends to produce legal practitioners specialized in Human Rights Law. Students graduating with a specialization such as the LL.M in Human Rights Law can look to the expanding market and professional choices available in this field. A wide range of career paths opening up include specialized human rights practice, work in the public sector and government, the East African Community or the African Union, international human rights and development agencies and organisations, grassroots advocacy, and academics.
Thematic/Geographic focus of the Programme	Human Rights
Target Group	Lawyer already graduated
Content	International Human Rights Law: Constitutional Law and Human Rights: Human Rights Advocacy and Litigation: Gender and Human Rights: International Criminal Law: Refugee and Asylum Law: Human Rights and Development: Comparative Human Rights Law:
Language	English
Country	Tanzania
City	Iringa

Methodology Used	Employs legal research, comparative analysis, and case studies to explore the theory, principles, and practical applications of human rights law. Students engage in critical and interdisciplinary approaches, examining social, cultural, and political factors that influence the realization of human rights.
Degree/Certificate	Masters
Deadline for Application	1st of september
Start date and end date	/
Admission requirements	A. General Holder Requirements (i) Holder of the degree of Bachelor of Laws (LL.B.) from any institution of higher learning recognised by the Tanzania Commission for Universities (TCU). (ii) A GPA of at least 3.0. B. The Work Experience Consideration (i) Holder of Bachelor of Laws degree (LL.B.) with a GPA between 2.7 and 2.9. (ii) Work experience or field attachment in any field of law for a reasonable amount of time. Additional consideration will be given to candidates who have done further training, research or writing on an area of law. (iii) Candidates in this category will be advised to select the LL.M programme which corresponds to their work experience.
Tuition/ Accommodation	/
Funding Opportunity	/
Homepage	https://rucu.ac.tz/Faculty_of_Law.html

MASTER'S Programme IN HUMAN RIGHTS AND DEMOCRATISATION IN AFRICA	
Type of Programme	LLM/MPhil (Human Rights and Democratization in Africa)
Name of Academic Institution	Global Campus of Human Rights
Frequency	Annually - two semesters long
Level	Master's

Objectives	The programme, which mixes theoretical study with practical application, is very intensive. Particular attention is paid to human rights and democratization as seen from an African perspective. Instruction is through formal lectures and practical exercises. Emphasis is placed on classroom participation. The study visits provide an excellent opportunity for students to interact with international experts who make a personal contribution to the general experience. Throughout the first semester, each student is assigned to a 'clinical group 'which works on a practical human rights or democratization issue with clear objectives and outcomes which forms part of the assessment.
Thematic/Geographic focus of the Programme	Focus on Africa, human rights, and democratization. There is a wide exposure to various themes such as child law, LGBTQ+ rights, and African human rights monitoring bodies through clinical groups. Study visits to nations like Rwanda and Sierra Leone allow for a focus on national issues such as genocide and reconciliation studies, along with good governance and inter-religious council visits.
Target Group	25-30 exceptional individuals who will undergo a prestigious one-year intensive course in two locations. Individuals from all African countries are invited to apply to
Content	Taught by eminent lecturers in the field of human rights and students will undergo many practical training exercises. It is the only course of its kind in Africa.
Language	English
Country	South Africa for the first semester; then second semester is one of 12 campuses across the Continent
City	Pretoria
Methodology Used	Aside from coursework including formal lectures and practical exercises, there are study visits, collaboration with other regional programmes (lecturer and student exchanges), and internships. One or two students are selected at the end of each year to register for doctoral studies at the University of Pretoria and serve as tutors on the LLM programme.
Degree/Certificate	LLM/MPhil
Deadline for Application	July 31, 2023 - Applications are fully online and open March 1
Start date and end date	January - December 2024

Admission requirements	For law students (LLM option): a degree allowing access to the legal profession Non-law students (MPhil option): an Honours degree in a discipline relevant to human rights and democratization
Tuition/ Accommodation	$15,000 USD
Funding Opportunity	Up to 25 full scholarships are available for African citizens and partially/fully self-funded students are also encouraged to apply for this programme. These funds include tuition and accommodation
Homepage	https://www.chr.up.ac.za/hrda https://gchumanrights.org/education/regional-programmes/hrda/curriculum.html

EUCLID	
Type of Programme	Various Master's Degree Programmes: LLM in International Law and Treaty Law, MBA in Global Entrepreneurship, MBA in Islamic Banking and Finance, MBA in International Organizations, MBA in Energy Studies, MBA in Sustainable Development, N/A in Tourism and Hospitality Management, MSc in Climate Change Studies & Sustainability, MA in Comparative Christian Theology, MSc in Diplomacy and International Affairs, MSc in Ethics and Bioethics, MA in Eastern and Greek Orthodox Theology, MSc in Global Economics and Development, MSc in Interfaith Dialogue and Diplomacy, MSc in International Law and Treaty Law, MSc in International Public Health, MSc in Mediation and Conflict Resolution, MSc in Monitoring and Evaluation, MSc in Energy Studies, MSc in Renewable Energy Studies, MSc in Instructional Design, MPA in International Development, MSc in Public Health, Intergovernmental MA in Catholic Studies, MSc in Sustainable Development and Diplomacy, MSc in Terrorism Studies and De-Radicalization
Name of Academic Institution	EUCLID
Frequency	Annual
Level	Master's degrees, but also PhD programmes available

Objectives	To deliver best-of-class distance education and consulting services to our Participating States' officials as well as to our general public students. EUCLID's mission, some components of its statute include developing and offering training programmes for officials and employees of the Participating Parties, facilitating the creation of cooperative networks and programmes relevant to its educational initiatives, etc.
Thematic/Geographic focus of the Programme	Changes depending on the degree but overall focused on international issues and incorporating local African leadership and professors. For example, the LLM in International Law and Treaty law has courses on International Human Rights Law, International Crime and Justice, etc.
Target Group	EUCLID is open to four groups: government staff or governmentally designated scholars, special government endorsed groups (especially women), general public who are eligible for intergovernmental scholarship (ECOWAS, ICCI), and general public from most countries
Content	For example, the LLM in International Law and Treaty law has courses on International Human Rights Law, International Crime and Justice, etc.
Language	English, but should be conversant in another world language like French, Spanish, Arabic or Chinese
Country	Remote / Headquarters for universities in the Gambia and Central African Republic
City	Remote / Banjul / Banjui
Methodology Used	This programme is offered on an asynchronous and open-enrollment basis with occasional sequencing in cohort groups. The LLM can be personalized for every student and consists in a sequence of courses (academic modules) which are delivered using the following methods/media formats: standard textbooks, DVD lectures/online videos, MP3 podcasts and webcasts, Internal EUCLID course packs, and moderated conference calls
Degree/Certificate	Listed above in "type of programme"
Deadline for Application	/
Start date and end date	Changing since some degrees have varying credit requirements
Admission requirements	Online application, registration, and interview

	Prospective students must have a qualifying degree (or certified equivalency) to enter any EUCLID programme.
Tuition/ Accommodation	Per credit cost after 05/01/2023 in USD Master's: 40 US/60 ECTS - $169 per credit aka total cost of $7,610 Per credit cost after 05/01/2023 (ECOWAS and IGO) Master's: 40 US/60 ECTS - $145 per credit aka total cost of $8,825
Funding Opportunity	Cheaper cost for ECOWAS and IGO members
Homepage	https://www.euclid.int/degrees-m.asp

Francophone Africa

MASTER RECHERCHE DROIT DE LA PERSONNE HUMAINE ET DE LA DÉMOCRATIE	
Type of Programme	Master
Name of Academic Institution	UNIVERSITE D'ABOMEY-CALAVI (UAC)
Frequency	Annual (2 years long)
Level	Graduate
Objectives	"Permettre aux auditeurs de développer des aptitudes à la Recherche en Droits Humains et en Démocratie au regard des instruments et mécanismes juridiques, nationaux, régionaux et internationaux"
Thematic/Geographic focus of the Programme	Human rights in general
Target Group	/
Content	/
Language	French
Country	Bénin
City	Abomey Calavi
Methodology Used	/
Degree/Certificate	Master
Deadline for Application	August 31st of each year
Start date and end date	/
Admission requirements	Have a Bachelor's degree
Tuition/ Accommodation	/
Funding Opportunity	/

Homepage	https://www.fadesp.net/fr/ https://chaireunescodphd.bj/wp-content/uploads/2020/12/CHAIRE-AFFICHE-MASTER-DEA-DPD.pdf

DROIT INTERNATIONAL ET DES DROITS DE L'HOMME	
Type of Programme	Master
Name of Academic Institution	"Centre d'Etudes et Recherches sur le Droit International général et les Droits de l'Homme"
Frequency	Annual (Two years long)
Level	Graduate
Objectives	L'Institut Supérieur de Droit International et des droits de l'Homme (ISDIH) a pour objectif de produire des experts de renommée nationale et internationale spécialistes du Droit International et des droits de l'Homme.
Thematic/Geographic focus of the Programme	Human rights in general
Target Group	/
Content	/
Language	French
Country	Burkina Faso
City	Ouagadougou
Methodology Used	As stated by the academic institution
Degree/Certificate	Master
Deadline for Application	/
Start date and end date	/
Admission requirements	Le dossier d'inscription à l'ISDIH se présente comme suit : une fiche d'inscription dûment remplie ; une demande adressée au Directeur Général du CERDIH ; une lettre de motivation ; un CV détaillé ; les photocopies des Relevés de notes de la 1ère à la 4ème année pour le Master 2 ; une photocopie de la Maîtrise pour le Master 2 ; un extrait d'acte de naissance ; une photo d'identité
Tuition/ Accommodation	/
Funding Opportunity	/
Homepage	www.isdih.cerdih.com

CERTIFICATS SPÉCIALISÉS : DIGNITÉ, DROITS HUMAINS, DÉVELOPPEMENT DURABLE	
Type of Programme	Formation Continue
Name of Academic Institution	L'Université Jésuite
Frequency	2 sessions par an : janvier à juin / juillet à décembre
Level	Post-graduate
Objectives	Toutes ces formations, quelle que soit leur forme, s'appuient sur une recherche-action qui prend elle-même une dimension croissante au sein de l'Institut. Recherchant les connexions avec les problèmes réels et actuels de la société, il s'inscrit de manière originale dans le panorama universitaire. Il invite à cet effet les universitaires et les professionnels, ainsi que tous les acteurs nationaux, internationaux, gouvernementaux et non gouvernementaux (ONG, associations, religieux, entreprises privées…) à participer à cette œuvre, chacun selon l'expérience, les méthodes et les moyens qui lui sont propres. À travers ses formations de premier et de second cycle, l'UJ privilégie : une solide culture générale dans les domaines économique, social, politique, historique et culturel ; un sens du terrain et des grandes questions d'actualité ; une intelligence personnelle au-delà des seules connaissances universitaires et savoirs professionnels (formation humaine) ; des dispositions à l'action et à la prise de risque et de responsabilité.
Thematic/Geographic focus of the Programme	Les programmes de l'Université Jésuite (UJ) ont été inaugurés en avril 2004 avec des formations continues en Droits de l'Homme, en démocratie, en culture de la paix et en action humanitaire. Environ 1000 heures de formation sont annuellement dispensées aux différents auditeurs issus des ONG et de différents milieux professionnels ou estudiantins dont le nombre augmente chaque année depuis la première session organisée d'avril à juillet 2004.
Target Group	Ces formations sont adressées aux étudiants, aux travailleurs, aux entrepreneurs et à toute personne passionnée par les thématiques relatives à la dignité humaine, au développement durable et à l'entrepreneuriat.
Content	Développement durable & gestion environnementale (DDGE) Droits et Action Humanitaire (DAH)

	Genre et Protection de la Femme (GPF)
Language	Français
Country	Côte d'Ivoire
City	Abidjan
Methodology Used	Se déroulant sur un temps relativement plus court que les cycles de licence, master ou MBA, ces modules de formation vous permettront de développer vos compétences-métier ou mettre à jour vos compétences dans un monde sans cesse en évolution.
Degree/Certificate	Ces formations donnent droit à des certificats. L'Université Jésuite du CERAP, en plus des formations diplômantes, propose une large gamme de formations continues "clés en main", reconnues et habilitées par le FDFP (Fonds de Développement de la Formation Professionnelle).
Deadline for Application	/
Start date and end date	11 septembre - 11 octobre
Admission requirements	Conditions d'admission : Formulaire candidature à remplir; 1 photocopie de la CNI; 1 photocopie du dernier diplôme ou de l'attestation; Frais de dossier (non remboursables)
Tuition/ Accommodation	210 000 FCFA (franc CFA)
Funding Opportunity	/
Homepage	https://cerap-inades.org/index.php/formations-continues

INSTITUT DE LA DIGNITÉ ET DES DROITS HUMAINS	
Type of Programme	Master
Name of Academic Institution	L'Université Jésuite
Frequency	Annual
Level	Master

Objectives	Toutes ces formations, quelle que soit leur forme, s'appuient sur une recherche-action qui prend elle-même une dimension croissante au sein de l'Institut. Recherchant les connexions avec les problèmes réels et actuels de la société, il s'inscrit de manière originale dans le panorama universitaire. Il invite à cet effet les universitaires et les professionnels, ainsi que tous les acteurs nationaux, internationaux, gouvernementaux et non gouvernementaux (ONG, associations, religieux, entreprises privées…) à participer à cette œuvre, chacun selon l'expérience, les méthodes et les moyens qui lui sont propres. À travers ses formations de premier et de second cycle, l'UJ privilégie : une solide culture générale dans les domaines économique, social, politique, historique et culturel ; un sens du terrain et des grandes questions d'actualité ; une intelligence personnelle au-delà des seules connaissances universitaires et savoirs professionnels (formation humaine) ; des dispositions à l'action et à la prise de risque et de responsabilité.
Thematic/Geographic focus of the Programme	Les programmes de l'Université Jésuite (UJ) ont été inaugurés en avril 2004 avec des formations continues en Droits de l'Homme, en démocratie, en culture de la paix et en action humanitaire. Environ 1000 heures de formation sont annuellement dispensées aux différents auditeurs issus des ONG et de différents milieux professionnels ou estudiantins dont le nombre augmente chaque année depuis la première session organisée d'avril à juillet 2004.
Target Group	Les formations continues et universitaires sont soutenues par des formations de proximité destinées essentiellement aux jeunes des milieux scolaires ou membres d'associations et de mouvements divers.
Content	Domaine Sciences juridiques, politiques et de l'administration (SJPA) En cours du jour : Droit des Affaires (DA) En cours du soir : Droits de l'Homme et Action Humanitaire (DHAH), Gestion des Conflits et de Paix (GCP), Sécurité Internationale et Stratégie (SIS)
Language	Français
Country	Côte d'Ivoire
City	Abidjan

Methodology Used	Dans son approche pédagogique, basée sur la pédagogie ignatienne, l'UJ privilégie l'expérience du terrain qui doit nourrir l'intelligence et la réflexion théorique.
Degree/Certificate	Master - L'Université Jésuite du CERAP est agréé par le ministère de l'Enseignement Supérieur de Côte d'Ivoire. Tous nos diplômes sont reconnus par le CAMES et habilités par le Fond de Développement de la Formation Professionnelle (FDFP).
Deadline for Application	/
Start date and end date	/
Admission requirements	L'admission se fait sur concours ouvert aux candidats qui remplissent les conditions suivantes : Être titulaire de la Licence, Faire preuve d'une bonne connaissance du français et être disposé à apprendre l'anglais, Être dégagé de toute activité incompatible avec une vie étudiante à temps plein.
Tuition/ Accommodation	1 050 000F / 1 275 000 F (coût total) (franc CFA)
Funding Opportunity	/
Homepage	https://cerap-inades.org/index.php/universite-jesuite

L'INSTITUT D'AGRONOMIE ET DE SÉCURITÉ ALIMENTAIRE DU GABON (IASAG)	
Type of Programme	Master Professionnels
Name of Academic Institution	EM-Gabon UNIVERSITÉ
Frequency	Annual
Level	Master
Objectives	Dans les champs disciplinaires susmentionnés, les missions de l'IASAG visent particulièrement à : assurer la formation des personnes devant exercer des fonctions de direction, de gestion, d'inspection ou de contrôle ; mettre en œuvre des programmes de formation et de recherche ; développer les relations internationales notamment par des échanges avec les établissements dispensant des enseignements comparables former des formateurs ; apporter aux administrations et organisations publiques et privées toute aide technique et scientifique ; organiser la diffusion de l'information ; organiser des séminaires, colloques, réunions scientifiques et voyages d'études en rapport avec les

	formations dispensées ; délivrer des certifications académiques et professionnelles.
Thematic/Geographic focus of the Programme	Evaluation des Risques Environnementaux et Développement Durable (EREDD) Management et Gestion de l'Eau
Target Group	/
Content	Masters professionnels Evaluation des Risques Environnementaux et Développement Durable (EREDD) Management et Gestion de l'Eau
Language	Français
Country	Gabon
City	Libreville
Methodology Used	Dans ses domaines de compétence, l'IASAG exerce une triple mission d'enseignement supérieur, de formation professionnelle et de recherche scientifique en santé publique. L'IASAG exerce son activité d'enseignement, de formation professionnelle et recherche scientifique dans le respect des lois et règlements en vigueur en République gabonaise. Il s'adapte évidemment à la législation des autres pays où, grâce ou avec ses partenaires, il met en œuvre des activités d'enseignement, de formation et de recherche. Le programme d'enseignement professionnalisant de l'IASAG est orienté vers le monde de l'entreprise, de la production et de la préservation des potentiels productifs et ce dans une dimension durable. Centrée autour des sciences fondamentales, des sciences du vivant, des sciences de l'ingénieur en agriculture, des sciences économiques et sociales, de la connaissance de l'entreprise et de l'ouverture aux autres et au monde avec plus de six mois de stages et missions d'études pour chacun des parcours.
Degree/Certificate	Masters professionnels
Deadline for Application	/
Start date and end date	/

Admission requirements	/
Tuition/ Accommodation	/
Funding Opportunity	/
Homepage	https://em-gabon.com/institut-dagronomie-et-de-securite-alimentaire-au-gabon/

INSTITUT DES DROITS DE L'HOMME ET DE LA PAIX (RATTACHÉ À L'INSTITUT UNIVERSITAIRE) (1) DROITS DE L'HOMME ET PAIX (2) DROIT DE L'HOMME, SPÉCIALITÉ CITOYENNETÉ ET ACTION HUMANITAIRE	
Type of Programme	(1) Master recherche; (2) Master professionnel
Name of Academic Institution	Université Cheikh Anta Diop
Frequency	Annual
Level	Master (graduate)
Objectives	- Enseignement des droits de l'homme - Formation et perfectionnement en matière de DH - Promotion et protection des DH et construction progressive - Organisation de colloques et séminaires nationaux et internationaux
Thematic/Geographic focus of the Programme	Droits de l'Homme et paix. Droits de l'homme, Action humanitaire, Mines et Énergies
Target Group	As stated by the academic institution
Content	2 spécialités : - Citoyenneté et action humanitaire - Mines et Energie
Language	French
Country	Sénégal
City	Dakar
Methodology Used	As stated by the academic institution
Degree/Certificate	/
Deadline for Application	31 octobre
Start date and end date	If applicable
Admission requirements	Le Master Recherche n'est ouvert qu'aux étudiants ayant une formation en sciences juridiques. Pour le Master Professionnel, il est nécessaire de présenter une attestation de master 1 Citoyenneté, droits de l'homme et action humanitaire ou master en sciences juridiques et

	politiques ou un master compatible (pour lequel il sera nécessaire de demander une équivalence avant le 30 septembre).
Tuition/ Accommodation	750 000 FCFA de frais de scolarité ainsi que 10 000 FCFA pour les frais de dossier (non remboursable).
Funding Opportunity	If the programme has scholarship/fellowship opportunities
Homepage	https://idhp.ucad.sn/Formation-classique

Diplôme universitaire	
Type of Programme	Short courses
Name of Academic Institution	Université internationale de langue française au service du développement Africain
Frequency	Annual, biannual, etc. (how often the programme is being delivered by the institution)
Level	Graduate; post-graduate; other?
Objectives	/
Thematic/Geographic focus of the Programme	DU en ligne Démocratie, État de droit et engagement citoyen
Target Group	- Cadre ministériels de l'administration centrale, des collectivités territoriales, des structures gouvernementales dont les missions contribuent à la mise en œuvre de politiques publiques intégrant l'EFH (enseignement supérieur et recherche, affaires étrangères, économie, tourisme, décentralisation, planification, jeunesse, développement des territoires, culture, formation professionnelle, éducation technique et emploi) ; - Cadre et responsables d'institutions parlementaires
Content	- Cadrage théorique sur les politiques publiques et notions de base en matière d'EFH. - Enjeux et stratégies de mise en œuvre d'une politique intégrant l'EFH - L'égalité femmes-hommes dans les stratégies nationales de développement dans les pays francophones - Outils, méthodes de pilotage de politiques publiques - Programmemation opérationnelle d'une politique publique intégrant l'EFH

Language	Français
Country	Egypte
City	Alexandrie
Methodology Used	As stated by the academic institution
Degree/Certificate	Certificat de compétence de 3 crédits délivré par l'Université Senghor pour les participants ayant validé le module.
Deadline for Application	20 juillet 2023
Start date and end date	25 septembre au 17 novembre 2023
Admission requirements	être issu d'un pays membre de l'Organisation internationale de la Francophonie pour les régions de l'Afrique subsaharienne, de l'océan Indien, du Pacifique ou de la Caraïbe ; avoir un diplôme de licence (BAC+3) au minimum ; avoir une expérience professionnelle d'au moins trois (3) ans dans un domaine qui implique directement ou non, l'intégration des questions d'égalités des sexes dans l'élaboration et la mise œuvre des politiques publiques d'un Etat ou gouvernement membre de l'OIF ; les ressortissants de pays dont le français n'est pas une langue officielle doivent justifier d'un niveau minimum B2 (certificat DALF) en français ou avoir suivi avec succès une formation universitaire en français.
Tuition/ Accommodation	Les participant.e.s bénéficient d'une bourse de l'Organisation internationale de la Francophonie. 100€ de droits d'inscription administrative
Funding Opportunity	If the programme has scholarship/fellowship opportunities
Homepage	https://www.usenghor-francophonie.org/appels-clos/diplome-universitaire-en-education-nutritionnelle/

MASTER	
Type of Programme	Master
Name of Academic Institution	Université Africaine des Sciences Sociales Techniques et Médicales
Frequency	Annual, biannual, etc. (how often the programme is being delivered by the institution)
Level	Graduate;
Objectives	As stated by the academic institutions

Thematic/Geographic focus of the Programme	Master Droit international humanitaire et droits de l'homme
Target Group	As stated by the academic institution
Content	Master 1 : Système de protection des droits de l'homme et des Nations-Unies, Système de protection des droits de l'homme et des Nations-Unies, Droit international de l'environnement, etc. Master 2 : Droit de l'homme et liberté fondamentale, ONU et droit de l'homme, Droit international humanitaire, etc.
Language	Français
Country	Niger
City	Niger
Methodology Used	As stated by the academic institution
Degree/Certificate	Master degree
Deadline for Application	/
Start date and end date	If applicable
Admission requirements	Pour le master 1 : les candidats ayant validé l'une des licences 3 dans le domaine juridique avec 180 crédits, de préférence la licence 3 en droit Public/droit international. Pour s'inscrire en Master 2 droit international humanitaire et droit de l'homme, l'étudiant doit : Valider le Master 1 en droit public / droit international humanitaire et droit de l'homme. Valider au moins 40 crédits sur les 60 du Master 1 en Droit Privé ou d'un autre Master 1 compatible pour l'entrée en Master 2 de cette formation. Toute admission est soumise à l'approbation de l'équipe pédagogique.
Tuition/ Accommodation	Master 1 : Frais d'inscription : 70 000 FCFA. Frais de formation : 850 000 FCFA (Boursiers ANAB) – 1.050.000 FCFA (Non-Boursiers ANAB). Master 2 : Frais d'inscription : 70 000 FCFA. Frais de formation : 700 000 FCFA (Boursiers ANAB) – 1.200.000 FCFA (Non-Boursiers ANAB).
Funding Opportunity	If the programme has scholarship/fellowship opportunities
Homepage	https://uastm-univ.com/master-droit-international-humanitaire-droit-homme/

LLM IN INTERNATIONAL CRIMINAL JUSTICE AND THE LAW OF HUMAN RIGHTS (LLM EN JUSTICE PÉNALE INTERNATIONALE ET DROIT DES DROITS DE L'HOMME) PHD BY RESEARCH IN HUMAN RIGHTS; PHD BY RESEARCH IN TRANSITIONAL JUSTICE	
Type of Programme	Master ; cours annuel ; de longue durée ; 2 ans et 4ans
Name of Academic Institution	Université de Rwanda (école de droit)
Frequency	Annuelle, (la fréquence à laquelle le programme est dispensé par l'établissement)
Level	Diplôme de deuxième et de troisième cycle ;
Objectives	Comme indiqué par les institutions académiques
Thematic/Geographic focus of the Programme	Domaines spécifiques où les groupes ciblés vont acquérir une expertise, par exemple les droits de l'homme en général ; Droits des enfants ; Droits de l'homme en Asie du Sud-Est ; Droits de l'homme et genre, etc.
Target Group	Comme indiqué par l'institution universitaire
Content	/
Language	Anglais
Country	Rwanda
City	Kigali
Methodology Used	Comme indiqué par l'institution universitaire
Degree/Certificate	Certificat
Deadline for Application	/
Start date and end date	Le cas échéant
Admission requirements	Diplôme d'études secondaires ou équivalent, ou équivalent étranger
Tuition/ Accommodation	Coûts associés au programme
Funding Opportunity	Si le programme offre des possibilités de bourses d'études
Homepage	http://www.ur.ac.rw

MA EN PAIX ET RÉSOLUTION DE CONFLITS	
Type of Programme	Master
Name of Academic Institution	Université des Seychelles (Campus Anse Royale)
Frequency	Annuelle
Level	Master, Post-diplôme

Objectives	Le programme vise à doter les étudiants d'une compréhension approfondie de la nature de la paix et des défis de sa réalisation. En plus des principes génériques, il permettra aux étudiants de situer la question de la paix et de la résolution des conflits dans leur propre expérience et, le cas échéant, de rechercher des solutions non violentes. L'une des maximes des études sur la paix est que si le conflit est inévitable, le recours à la violence est un choix. Cela s'applique que le conflit soit entre individus, entre groupes ou entre nations. En conséquence, deux raisons principales d'offrir des diplômes en études de la paix sont de motiver les gens à choisir des moyens non violents de gérer les conflits inévitables qui se produisent et de les éduquer sur la gamme d'options non violentes disponibles. Grâce au système électif, le cadre permettra aux étudiants de se spécialiser en droit en plus du tronc principal des cours sur la paix et la résolution des conflits.
Thematic/Geographic focus of the Programme	La paix, la résolution des conflits
Target Group	Les étudiants, Candidats ayant au moins 3 ans d'expérience professionnelle ou bénévole pertinente, IGCSE English Langage au minimum C (ou équivalent) et IGCSE Mathématiques au minimum C (ou équivalent). Un baccalauréat dans n'importe quelle matière d'une institution accréditée au minimum une deuxième classe
Content	Études sur la paix : théories et enjeux / Résolution et transformation des conflits / Changement social non violent / Méthodes de recherche pour les études sur la paix / Paix et résolution des conflits / Traumatisme et guérison / Justice et pratiques réparatrices / Droit / Droit international des droits de l'homme / Droit humanitaire
Language	Anglais.
Country	Seychelles
City	Victoria
Methodology Used	Conférence
Degree/Certificate	Certificat de master
Deadline for Application	31 mai 2023
Start date and end date	/

Admission requirements	Parcours académique : IGCSE English Langage au minimum C (ou équivalent) et IGCSE Mathématiques au minimum C (ou équivalent). Un baccalauréat dans n'importe quelle matière d'une institution accréditée au minimum une deuxième classe. Parcours technique : Candidats ayant au moins 3 ans d'expérience professionnelle ou bénévole pertinente.
Tuition/ Accommodation	75 000 SCR par an * 2 ans = SCR 150 000 *Les frais sont sujets à changement.
Funding Opportunity	L'Université propose des plans de paiement flexibles et des frais de scolarité spéciaux pour les étudiants autofinancés. Veuillez nous contacter pour plus d'informations concernant ces frais.
Homepage	https://unisey.ac.sc/course/peace-and-conflict-resolution-ma/

DROIT DES ORGANISATIONS	
Type of Programme	Master
Name of Academic Institution	Université de Djibouti
Frequency	Annuelle
Level	Diplôme de deuxième (niveau BAC+5)
Objectives	La Faculté de Droit, d'Économie et de Gestion (FDEG) est traditionnellement composée de plusieurs filières spécialisées en : Droit, Économie et Gestion. La filière « Bachelor in Business and Administration » (BBA), récemment créée pour offrir une formation pointue et orientée vers la finance et le bilinguisme (anglais-français). Cette filière est accessible chaque année sur concours. Les masters spécialisés permettent aux étudiants de se distinguer dans l'un des domaines suivants : droit des organisations, droit international des affaires, droit et la gestion de la santé.
Thematic/Geographic focus of the Programme	Les organisations internationales
Target Group	Bacheliers, Étudiants
Content	/
Language	Français
Country	Djibouti

City	Djibouti
Methodology Used	/
Degree/Certificate	Licence; Master
Deadline for Application	À partir du 22 août au 09 septembre 2022.
Start date and end date	/
Admission requirements	Préinscriptions en ligne ; Inscription Administrative ; Concours d'entrée Résultats de la 1ère Commission d'Orientation Changement des vœux sur eCampus Résultats de la 2ème Commission d'Orientation
Tuition/ Accommodation	25 000 FDJ
Funding Opportunity	/
Homepage	https://www.univ.edu.dj/

Asia

HUMAN RIGHTS AND HUMAN DEVELOPMENT	
Type of Programme	MA
Name of Academic Institution	The University of Jordan
Frequency	Full-time
Level	Graduate
Objectives	To educate individuals about their fundamental rights under international human rights instruments and national laws, to strengthen and empower individuals through training programmes and other activities to identify, prioritize, claim, and defend rights of importance and priority for them, and seek and work to ensure that they are respected.
Thematic/Geographic focus of the Programme	Human Development
Target Group	University students

Content	/
Language	English
Country	Jordan
City	Amman
Methodology Used	the following assessment methods: Classes activities (preparation of reports, participation in the discussion, writing a research paper) - Mid-Term Exam - Final Exam
Degree/Certificate	Master of Human Rights and Human Development
Deadline for Application	/
Start date and end date	Sep - Sep (1 year full-time)
Admission requirements	Bachelor in any field of knowledge
Tuition/ Accommodation	$12375/year
Funding Opportunity	yes
Homepage	https://international.ju.edu.jo/lists/programmespecifications/school_progspic_last.aspx?prog=11&categ=12

THE ARAB MASTER IN DEMOCRACY AND HUMAN RIGHTS	
Type of Programme	Master
Name of Academic Institution	Global Campus of Human Rights
Frequency	Full-time
Level	Graduate
Objectives	To meet the needs of students, professionals and experts who want to deepen their knowledge and develop their skills in the field of democratic governance and human rights in the Middle East and North Africa

Thematic/Geographic focus of the Programme	Thematic Stream 1: Human Rights: Civil, Political, Economic, Social and Cultural. Thematic Stream 2: Democratic Governance and the Rule of Law. Thematic Stream 3: Contemporary dynamics in the Arab World. Thematic Stream 4: Applied Human Rights: Research and Professional Skills
Target Group	students, professionals, and experts
Content	Thematic Stream 1: Human Rights: Civil, Political, Economic, Social and Cultural Thematic Stream 2: Democratic Governance and the Rule of Law Thematic Stream 3: Contemporary dynamics in the Arab World Thematic Stream 4: Applied Human Rights: Research and Professional Skills
Language	English
Country	Saint Joseph University (Lebanon) as the coordinating University. Birzeit University (Palestine). The International University of Rabat (Morocco). The University of Carthage (Tunisia)
City	Beirut
Methodology Used	/
Degree/Certificate	Master in Democracy and Human Rights
Deadline for Application	First Round Deadline: 27 February 2023 Second Round Deadline: 8 May 2023
Start date and end date	Generally, it starts in September each year

Admission requirements	Applicants with a bachelor's degree can apply to the two-year comprehensive programme (120 ECTS). Applicants who hold a master's degree in social sciences (or the equivalent of 60 post-graduate European credits are eligible to the one-year accelerated programme (70 to 90 ECTS). Additional studies and practical experience in the area of human rights in inter-governmental, governmental, or non-governmental organisations are also considered by the selection committee. Proficiency in English
Tuition/ Accommodation	Tuition fee is 66.67 Euros for each credit. Around 5000 to 6000 Euros
Funding Opportunity	yes
Homepage	www.gchr.site/arab-world

HUMAN RIGHTS LAW	
Type of Programme	Master
Name of Academic Institution	Institute of Human Rights, University of Guangzhou
Frequency	annual
Level	graduate
Objectives	-- To be the best human rights research institute in China -- To be the best human rights training and education institute in South China — To be the best resource and information center of human rights in South China
Thematic/Geographic focus of the Programme	South China
Target Group	Students with various background

Content	Human rights obligations of the State / Rights of political participation / Rights of migrant workers / Settlement of administrative disputes / Human rights education for governmental officials / Human rights education for students
Language	English/China
Country	PRC
City	Guangzhou
Methodology Used	The teaching methodologies include lectures, seminars, legal research and writing, and other interactive sessions.
Degree/Certificate	Master's degree
Deadline for Application	It can vary according to the funding opportunities.
Start date and end date	Generally, it starts in mid-September each year
Admission requirements	Bachelor degree in various fields Good academic performance Proficiency in English
Tuition/ Accommodation	/
Funding Opportunity	yes
Homepage	http://english.gzhu.edu.cn/info/1013/1852.htm

TRAINING FOR HUMAN RIGHTS EDUCATORS	
Type of Programme	Master
Name of Academic Institution	Human Rights Progressive Policy Institute under the Mongolian People's Party
Frequency	As advertised
Level	Professional/Postgraduate
Objectives	To prepare 30000 human right educators and leaders all over Mongolia and to promote human right education in the country

Thematic/Geographic focus of the Programme	Human Rights Education
Target Group	Activists; grassroot members of Mongolian Peoples' Party
Content	Three modules are designed according to OHCHR's human rights training manual for adult learners.
Language	Mongolian
Country	Mongolia
City	Ulaanbaatar and various provinces including rural areas.
Methodology Used	Participatory workshop, interactive lectures
Degree/Certificate	Certificate/Human Rights Educators
Deadline for Application	As advertised
Start date and end date	Module-based
Admission requirements	N/A
Tuition/ Accommodation	Free
Funding Opportunity	None
Homepage	info@humanrightsppi.mn

HUMAN RIGHTS	
Type of Programme	Master
Name of Academic Institution	University of Hong Kong
Frequency	annual
Level	graduate
Objectives	The Programme focuses on human rights issues of global concern, including in the Asia-Pacific region, and aims to foster an active learning environment

Thematic/Geographic focus of the Programme	none
Target Group	students from a broad range of backgrounds including lawyers, judges, advocates working for national human rights institutions and civil society organisations, journalists, doctors, scholars, government officials, and many others.
Content	The diverse range of courses enables students to (1) understand the international human rights legal framework, (2) reflect on key human rights challenges from global, regional, and domestic perspectives, and (3) apply their knowledge to advocate for real change. The curriculum covers human rights law but draws on other disciplines such as history, politics, philosophy, and sociology to ensure the law is understood in context. It also has a clinical option so students can apply what they learn in practice.
Language	English
Country	China, Hong Kong
City	Hong Kong
Methodology Used	/
Degree/Certificate	LLM
Deadline for Application	The application deadlines for the September 2023 intake are as follows: - Main Round: 12:00 noon (UTC+08:00) on 28th December 2022 (Wednesday) - Clearing Round: 12:00 noon (UTC+08:00) on 28th February 2023 (Tuesday)
Start date and end date	October to October. 1 year full-time
Admission requirements	A degree of Bachelor of Laws with at least second-class honours At least two years of relevant experience and/or professional qualifications; English language requirement as follows: TOEFL (Paper-based Test): Minimum Requirement* - A score of 593 or above. TOEFL (Internet-based Test): Minimum

	Requirement* - A score of 97 or above. IELTS: Minimum Requirement*- Band 7 or above with no subtest below 6.5
Tuition/ Accommodation	Local Students: HKD42,100 Non-Local Students: HKD182,000
Funding Opportunity	The Faculty of Law is pleased to offer the following scholarships opportunities to outstanding full-time and part-time students:- - Pam Baker Scholarships in Human Rights - for local applicants; and - Wong Family Scholarships – for applicants from jurisdictions outside of Hong Kong, especially within the Asian region. Full or partial scholarships will be awarded to a limited number of qualified students enrolled in the LLM(HR) Programme. In any year when candidates are judged to be of insufficient merit, no awards shall be made.
Homepage	https://llm.law.hku.hk/hr/

PROFESSIONAL MASTERS IN PEACE, CONFLICT AND HUMAN RIGHTS STUDIES	
Type of Programme	Master
Name of Academic Institution	Bangladesh University of Professionals
Frequency	Annual
Level	Graduate
Objectives	to provide academic education of peace, security, conflict, and human rights issues; To provide advanced research knowledge to the participants of this programme to undertake policy-oriented research and to share the findings of the research among the wider audience; to create a vibrant civil-military professional body that works in a co-operative

	manner for the greater pursuit of world peace and universal human rights. To strengthen the Bangladeshi efforts of international peacemaking, peace keeping and peacebuilding.
Thematic/Geographic focus of the Programme	Peacebuilding and conflict resolution
Target Group	Candidates from armed forces, law enforcement agencies, NGOs, Social sciences, Political sciences, International Relations and Peace and Conflict Studies
Content	12 course units consisting of 48 credit hours with field work to look into conflict resolution, peace building and human rights from diverse theoretical prospecting and connect theories with contemporary practical aspects and issues of governance, development, and security
Language	English
Country	Bangladesh
City	Dhaka
Methodology Used	On campus courses
Degree/Certificate	Master of Arts in Peace, Conflict, and Human Rights Studies
Deadline for Application	July
Start date and end date	18 months
Admission requirements	A bachelor's degree (Honors) from any discipline with at least 2nd Class/CGPA 2.5 (on a scale of 4.0). Candidates without honors (in case of having pass course degree) must have minimum 07 years of service in their related field of experiences. Candidates not having required field service experiences must have a master's degree from any discipline (priority given to candidates already in service)
Tuition/ Accommodation	125,000BDT

Funding Opportunity	Unavailable information
Homepage	https://www.du.ac.bd/programmeDetails/PCE/495

ASIA PACIFIC MASTER OF ARTS IN HUMAN RIGHTS AND DEMOCRATIZATION (APMA)	
Type of Programme	Master
Name of Academic Institution	Mahidol University (Thailand), Ateneo de Manila University (Philippines), Kathmandu School of Law (Nepal), University of Colombo (Sri Lanka), and Universitas Gadjah Madah (Indonesia)
Frequency	Annual
Level	Graduate
Objectives	Excellent knowledge of theory and practice of the promotion and protection of human rights and democratization. Tested their ability to undertake independent scholarly research on current human rights and democratization issues in the Asia Pacific region. The capacity to put their academic understanding of human rights and democratization to use in real situations
Thematic/Geographic focus of the Programme	Human rights and democracy
Target Group	University students, human rights practitioners, and activists, for those engaged in related fields, or for new students who have just completed their first degree.

Content	12-month intensive interdisciplinary graduate study programme: Students take up eight courses over the two semesters. These courses include Human Rights Norms and Mechanisms I and II. Dynamics of Human Rights Violations. Human Rights and Democratisation Theory. Critical and Emerging Issues in Human Rights and Democratisation in the Asia Pacific. Human Rights and Democratisation Research Methods. Human Rights Intensive Course (focus changes yearly). In January of the second semester, students take part in the Intensive Course, a series of lectures and field work on a particular human rights issue that changes yearly. Students then proceed to their chosen partner university where they take their remaining courses.
Language	English
Country	Thailand (then Philippines, Indonesia, Sri Lanka, or Nepal)
City	Bangkok, then another partner city
Methodology Used	On campus courses
Degree/Certificate	Master of Arts in Human Rights and Democratization
Deadline for Application	June of each year
Start date and end date	Mid-August to mid-May (10 months)
Admission requirements	Hold a bachelor's degree in any field, with a minimum GPA of 2.50 (or the equivalent). Students in the last year of their undergraduate programme can apply for admission provided they expect to graduate before 15 July of the previous academic year. The applicant needs to submit a certificate from their university indicating their status and expected date of graduation. Demonstrated proficiency in English. Experience in human rights or related work is an advantage but not required. Academic or other publications or other evidence of writing and analytical skills an advantage but not required.

Tuition/ Accommodation	Generally, it starts in mid-August each year
Funding Opportunity	The European Union (EU), through the European Instrument for Democracy and Human Rights, is offering full and partial scholarships for students who are nationals and residents from the Asia Pacific region.
Homepage	https://ihrp.mahidol.ac.th/m-a-human-rights-and-democratisation-apma-2/#

MASTER OF ARTS IN HUMAN RIGHTS	
Type of Programme	Master
Name of Academic Institution	Mahidol University
Frequency	Full-time
Level	Graduate
Objectives	To give students a solid grounding in human rights studies as an interdisciplinary field
Thematic/Geographic focus of the Programme	Human rights in general
Target Group	University students
Content	Research-intensive programme: Required courses 15 credits / Elective courses not less than 9 credits / Thesis 12 credits
Language	English
Country	Thailand
City	Bangkok
Methodology Used	On campus courses
Degree/Certificate	Master's degree

Deadline for Application	May of each year
Start date and end date	Mid-August to mid-May (10 months)
Admission requirements	A bachelor's degree in any field, with a cumulative GPA of at least 2.50 or the equivalent; English proficiency, with a TOEFL score of not less than 550 or the equivalent or pass the English Proficiency Test arranged by the Faculty of Graduate Studies, Mahidol University
Tuition/ Accommodation	169,000 Baht
Funding Opportunity	Scholarships from Mahidol University and the Norwegian Ministry of Foreign Affairs for Myanmar nationals and nationals from Cambodia, Lao PDR, Myanmar, Indonesia, Philippines, and Vietnam
Homepage	https://ihrp.mahidol.ac.th/master-of-arts-in-human-rights-international-programme/#

HUMAN RIGHTS EDUCATION

61st Graduate Study Programme

"All Rights for All People" - Universal Declaration of Human Rights at 75

"UNshackling from Racism" - Fighting Racism within UN Geneva

This work was produced by Working Group 2 of the 61st Graduate Study Programme, which was held at UN Geneva, Switzerland from 3 to 14 July 2023.

Working Group 2 consisted of the following members:

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Index

Introduction 80

I - Existing practices in different international organizations based in Geneva 81
1.1. Norms, codes of conduct and statements
1.2. Human Resources and Hiring Practices
1.3. Reporting Mechanisms
1.4. Informative materials and infographics
1.5. Educational programmes

II - Recommendations 89
2.1. Information
2.2. Education
2.3. Protection & support mechanisms
2.4. Regulations

III - Communication Strategy 94
3.1. Website
3.2. International Days
3.3. Videos

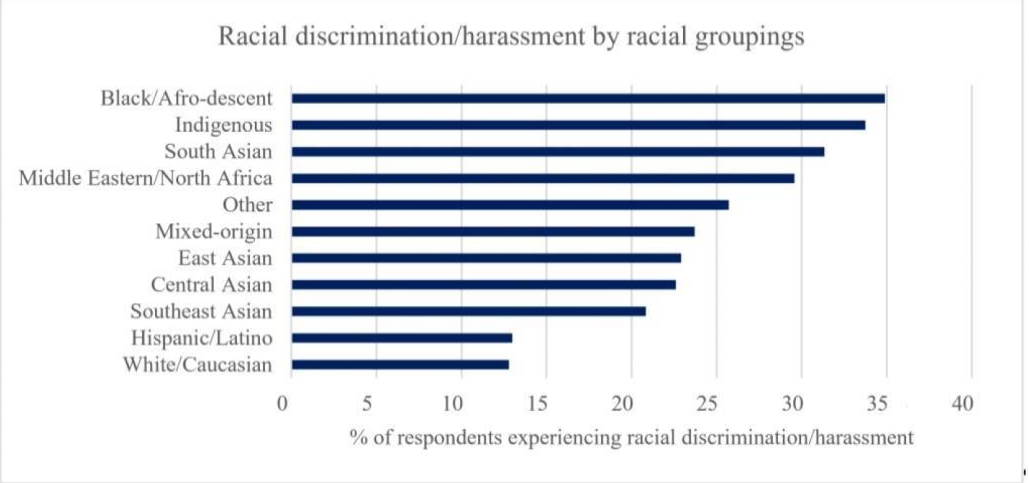
Final Remarks 103

References 104

Introduction

Picture 1: Percentage of UN staff around the world having experienced racial discrimination

Percentage of respondents who faced racial discrimination/harassment by racial groupings



Source: Review of measures and mechanisms for addressing racism and racial discrimination in United Nations system organizations: managing for achieving organizational effectiveness (UN 2022).

The United Nations (UN) employs nearly 35,000 individuals worldwide, with 1,600 dedicated to the United Nations Office at Geneva (UNOG) (UNSCEB 2022). Despite this global diversity, it is important to acknowledge that racism exists within the UN, as stated by United Nations Secretary-General António Guterres at a meeting of the UN General Assembly in 2022. This acknowledgment is supported by the findings of a 2023 global staff survey, which confirmed the presence of racism within the UN. The survey determined that UN staff did suffer from racist acts such as microaggression and, statistically, the work environment was more comfortable for white people than any other races in the survey (UN 2023). Consequently, the UN Secretariat adopted a Strategic Action Plan on Addressing Racism and Promoting Dignity for All in 2022. Furthermore, the UN Geneva Working Group on Fighting Racism in the Workplace was established, tasked with developing a specific Action Plan to effectively combat racism and racial discrimination within the UN Geneva workplace.

To effectively address racism within the UN, it is important to learn from the experiences of other international institutions and understand their approaches to managing this issue. This will allow for the identification of best practices and stronger recommendations. By examining and incorporating best practice, the UN can come up with better suggestions on how to address racism and to promote an inclusive and diverse environment, which upholds the principles of dignity, respect, and equality for all staff members.

This Working Group's purpose is threefold. First, it seeks to conduct research on the various existing practices in international organizations present in Geneva (I). This analysis will then enable the formulation of a number of suggestions for new practices that can be implemented within the UN Geneva (II). Lastly, we will propose a communication strategy to raise awareness amongst UN personnel regarding these issues (III).

I - Existing practices in different international organizations based in Geneva

Several international organizations based in Geneva have taken measures to address racism within their institutions, focusing on raising awareness among staff, combating internal racism, and fostering a respectful and inclusive environment. These measures take up different forms, including the publicization of norms, statements, and codes of conduct (1), human resources and hiring processes (2), reporting mechanisms (3), informative materials and infographics (4), and educational programs (5).

Many international organizations in Geneva have recognized the importance of actively addressing racism within their ranks. By implementing various provisions, these organizations aim to create an atmosphere that not only discourages racist behavior but also encourages inclusivity and respect for all employees.

1.1 Norms, codes of conduct and statements

Several institutions and organizations have taken steps to address issues of racism, discrimination, and inclusivity within their teams. They have made commitments by implementing various measures such as charters, regulations, codes of conduct, and official statements.

These commitments are often not mere internal documents but are usually publicly available. They are communicated to employees, creating awareness, and setting clear expectations regarding respectful and inclusive conduct. Furthermore, by making these commitments public, institutions demonstrate their dedication to combating racism and discrimination and signal their values to the general public. An example of said published commitments include:
"We know that achieving genuine inclusion and diversity must begin first within our organizations. We need to better understand the linkages between discrimination, power imbalances and disadvantage. We need to dismantle the systemic barriers that may prevent colleagues from achieving equality because of their gender or their racial, ethnic, and cultural backgrounds." (ICRC 2020)

Institutions that have adopted similar statements or codes of conduct include Médecins Sans Frontières (MSF) (MSF 2023), the International Standards Organisation (ISO) (ISO 2023), the International Union for the Conservation of Nature (IUCN) (IUCN 2013), Gavi (Gavi 2021), the Lutheran World Federation (LWF 2015), the UN High Commissioner for Refugees (UNHCR) (UNHCR 2023) and the Geneva International Centre for Humanitarian Demining (GICHD) (GICHD 2023).

1.2. Human Resources and Hiring Practices

International organizations are placing an increased emphasis on the fairness of their human resources and hiring practices. The ICRC has pledged to ensure an enabling environment for diversity, including measures such as equal remuneration, flexible working hours, anonymised recruitments, and mentoring systems (ICRC 2019). The IUCN's code of conduct contains measures to ensure that staff are evaluated fairly, uniformly, timely, and that they are recognised, promoted, rewarded, or sanctioned as needed (IUCN 2013). Furthermore, UNAIDS has an innovation as to use UN common services for job classification and reference checking to avoid rehiring those who have left posts due to misconduct (UNAIDS 2019).

The European Broadcasting Union's (EBU) Diversity, Equity and Inclusion policy aims to achieve representation and inclusion in both the recruitment and retention of personnel and elaborate a pathway to leadership for underrepresented groups so that they can influence decision-making and monitoring directly (EBU 2023). The European Organization for Nuclear Research (CERN) has pledged to review recruitment, career, and retention within its organization by using Diversity, Equity, and Inclusion benchmarks (CERN 2014).

The United Nations Refugee Agency (UNHCR), according to an interview conducted by the Working Group, has established a group on discrimination which works with its Human Resources Department. As for the other organizations, EBU, ICRC and IUCN mention benefits relating to fair compensation and better work conditions.

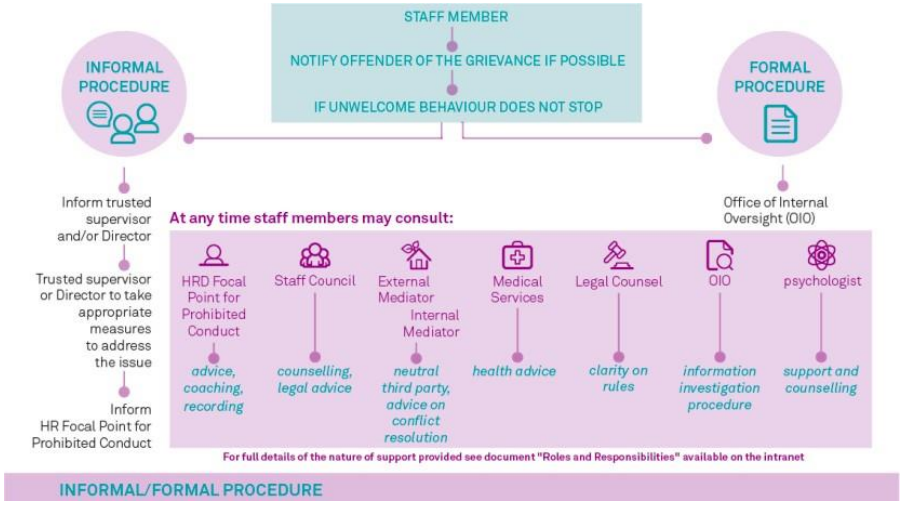
1.3. Reporting Mechanisms

Some organizations have mechanisms for alerting and filing complaints, which are available to individuals who witness or experience racist incidents within their institution. An example of a reporting mechanism, adopted by the GICHD, includes three steps. These are: a discussion with the manager, a system of advice and support through an internal person of trust, and advice and mediation through an external person of trust. The World Trade Organization (WTO) has a similar process, which involves the reporting of racism to a trusted supervisor or a director, who then processes the information and takes appropriate actions. A report may also be forwarded to the Human Resources Department for prohibited conduct. UNAIDS' plan of action on the issue

emphasizes that managers should create an enabling work environment and take early action against cases of incivility before escalation (UNAIDS 2019). It has also undertaken a promise to publish anonymized summaries describing disciplinary action and other measures concerning accountability, for reasons of transparency within the institution.

Examples of formal reporting procedures in place are also available from the GICHD and the WTO. The GICHD has an Incident Management Committee in place to receive internal complaints (GICHD 2022). This committee is qualified to ensure that all necessary measures have been taken to guarantee the safety and well-being of all parties involved; receive and review all official complaints and grievances related to any of the GICHD's policies; mandate the investigative body and communicate the investigation results to the relevant stakeholders. The WTO has also established an Office of Internal Oversight (OIO), responsible for conducting investigations into any reports of inappropriate behavior, as well as providing support, guidance, and counseling to victims of such behaviors (Picture 2).

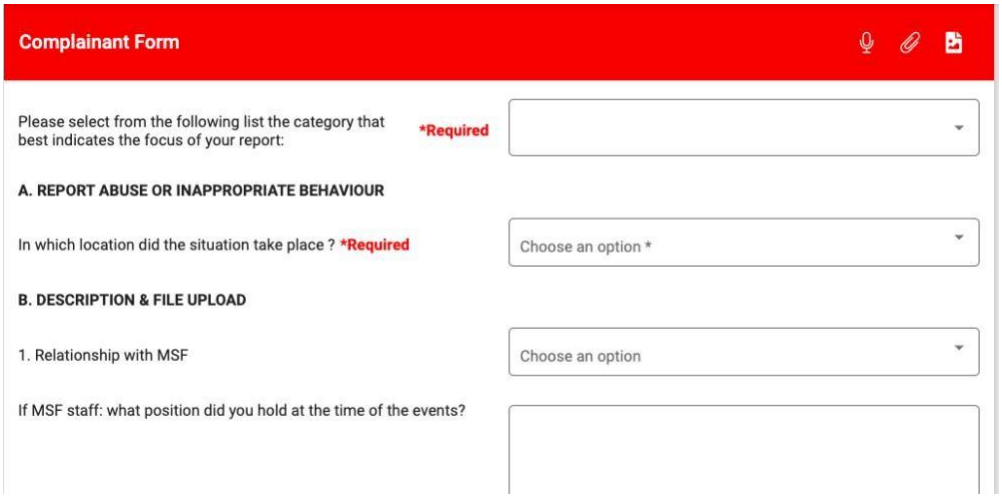
Picture 2: WTO's Informal/formal procedure



Source: WTO, 2020

In terms of reporting, MSF has implemented a secure online platform called "The Integrity Line," which enables anyone who is a victim or witness to report inappropriate behavior or abuse (Picture 3).

Picture 3: Complainant form screenshot from "The Integrity Line" of Médecins sans frontières



Source : Médecins sans frontières. (2023). https://www.msf.ch/integrity-line

The availability of reporting mechanisms must be supported by an environment which allows for these grievances to be notified and for staff to be aware of their existence. In this sense, UNAIDS has a policy which focuses on empowering staff to speak out about inappropriate situations at work (UNAIDS 2019).

1.4. Informative materials and infographics

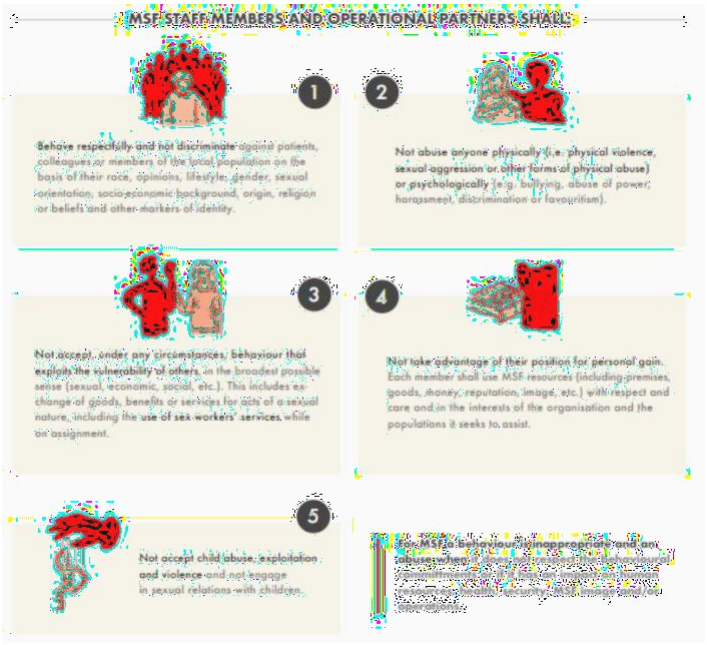
Informative materials also play a role in raising awareness among staff members as to how to integrate respectful and non-discriminatory practices into their daily routines. These aim to establish a strong foundation of norms that combat racist behaviors and promote inclusivity. To effectively communicate these practices, organizations often employ concise and visually engaging infographics that summarize the appropriate behaviors to be adopted. This approach ensures that key messages are delivered in a simple and accessible manner. UNHCR, according to an interview conducted by the Working Group, aims to start airing a podcast on issues such as discrimination, starting next year.

In addition, MSF recognizes the value of concise infographics in conveying important information to its employees. Through those, MSF effectively disseminates messages about respectful conduct and the rejection of discrimination within their organization (Picture 4). These infographics act as reminders and serve to reinforce the integration of these norms into daily interactions. In this sense, the ICRC has also undertaken a pledge to "review, and design, if necessary, culturally appropriate tools to communicate and undertake education on acceptable workplace and humanitarian behaviors of people associated with the Movement." (ICRC 2019).

Furthermore, for instance, the Geneva Centre for the Democratic Control of Armed Forces (DCAF) or the Elizabeth Glaser Pediatric AIDS Foundation (EGPAF) prominently feature statements emphasizing their values on their website homepages (Picture 5). This strategic placement ensures that these statements are publicly available, showcasing the organization's

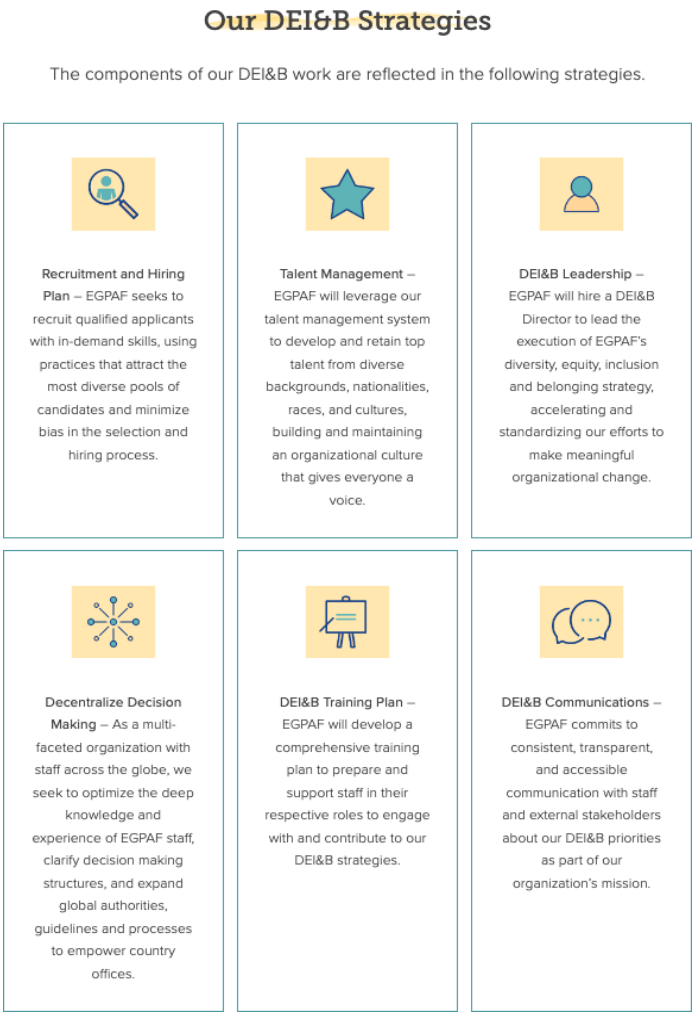
commitment to non-discriminatory practices. By explicitly stating these principles, the organizations demonstrate their dedication to creating an inclusive environment and sending a clear message that they value diversity and equal treatment for all individuals. Another example is CARE, which explicitly provides information on the composition of its diverse staff and its commitment to representation (CARE 2023).

Picture 4: Appropriate behaviors to be adopted – MSF



Source: MSF, 2022.

Picture 5: Diversity, Equity, Inclusion belonging strategies - Elizabeth Glaser Pediatric AIDS Foundation (EGPAF), 2022.



Source: Elizabeth Glaser Pediatric AIDS Foundation (EGPAF), 2022.

1.5. Educational programmes

Educational and training programmes serve as tools to promote a culture of inclusivity, combat discrimination, and provide employees with the necessary knowledge and skills to address these issues effectively. Gavi's Respectful Behavior Policy says employees are responsible for promoting a respectful work environment, including through attending training related to discrimination and to promote a work environment free from discrimination (Gavi 2021).

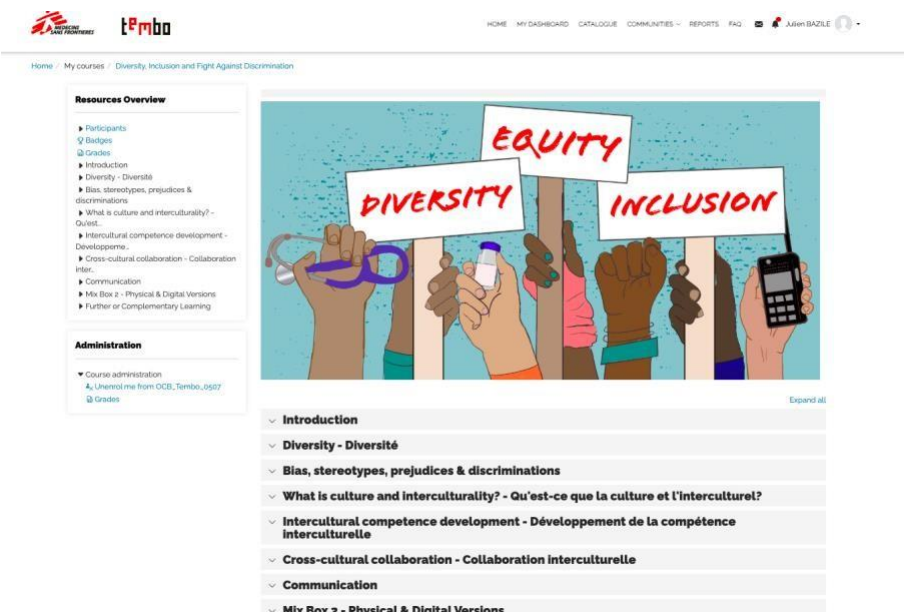
WTO has developed the Respect & Harmony e-learning programme, consisting of four modules (Picture 6). This programme is designed to promote the right to work in an environment that is free from discrimination, harassment, and abuse of authority. It was launched in September 2019, and 95% of staff members have participated in this e-learning initiative (WTO, 2021). The Respect & Harmony programme equips employees with the knowledge and understanding to identify and prevent discriminatory behaviors, creating a harmonious work environment that upholds the principles of respect and equality.

MSF has established a comprehensive learning and development platform called Tembo.msf.org. This platform offers over 900 courses and resources, covering a wide range of topics (Picture 7). Specifically, there are courses dedicated to addressing Diversity, Inclusion, and the Fight Against Discrimination, as well as courses on Behavior and Abuse, providing guidance on appropriate actions to take in such situations. The learning resources on Tembo.msf.org are extensive and diverse, including not only Massive Open Online Courses (MOOCs) but also a variety of theoretical and practical documentary resources for employees to explore freely. Additionally, MSF provides course modules that combine theoretical classes with practical scenarios, facilitating interactive participation with professional actors. This approach allows employees to engage in realistic scenarios and develop practical skills for handling complex situations related to discrimination and inclusivity.

Picture 6: 2019/2020 E-Learning programme: "Respect & Harmony @WTO"

Source: WTO, 2020

Picture 7: Screenshot of the course Diversity, Inclusion and Fight Against Discrimination on Tembo MSF Platform



Source : Médecins sans frontières, (2023)

II - Recommendations

2.1. Information

Online communication campaigns
Develop real communication and awareness campaigns on the issues of the fight against racism, disseminated online through internal UN media and networks. (e.g., what constitutes racism through various means, including blogs, short videos, or articles). These communication campaigns must be inclusive (e.g., taking into consideration origin, background, culture, etc.) and dynamic. In this sense, we recommend:

1 - A monthly podcast developed by the Working group on addressing racism at the workplace, with guest participation by staff from different backgrounds or cultures.

This builds on a suggestion by the group which is substantiated by the interview with the UNHCR.

2 – Creation of a group of UN staff and related workers to publish monthly updates online

The group of UN staff and other professionals, such as ambassadors, who are interested in the theme of racism who could publish a monthly blog or newsletter highlighting activities and initiatives to support diversity and inclusivity inside the UN.

3 - Staff testimonials of racism via short videos and the ways in which it could be addressed in the UN

Following up on the work of the group, this could help raise awareness amongst staff about what happens within the UN and how to solve these issues.

4 - Capitalizing on UN digital media, especially UNTV, to conduct campaigns or advertisements on anti-racism

The UN already has tools for disseminating information and they can be used for raising awareness about these issues within the institution.

5 - Creating an artwork committee to display anti-racism art regularly within the UN to sensitize staff

"Art nurtures creativity, innovation and cultural diversity for all peoples across the globe and plays an important role in sharing knowledge and encouraging curiosity and dialogue" (UNESCO

2022). In this sense, art can be a tool for raising awareness and to promote dialogue within the UN concerning racism.

Creating a committee is necessary for managing and legitimizing its activities. The committee's membership should reflect the diversity of UN staff and be aware of emerging issues in order to adapt its artistic program.

6 - Creating arts and activities to promote special celebration days focused on eradicating racism (performances, photography, pop up exhibitions, etc.)

The artistic offer must be diversified in order not only to increase the dynamism of the message conveyed but also to increase the scope of these actions. Different activities and exhibits allow for more effective reach of employees with different tastes, aspirations, backgrounds, and sensitivities.

General

7 - Setting up active campaigns on racism with a specific image

Establishing active campaigns within the UN that specifically target racism, accompanied by a distinct and impactful image. Dissemination of these images across the UN's media channels will help raise awareness of the issue. (e.g., diverse hands joined together or a puzzle coming together).

8 - Developing a short mantra/slogan about ending racism (if there is none) in the UN

Creating a compelling mantra or slogan which summarizes the UN's commitment to eradicating racism would be effective to disseminate information and create awareness about racism. Other organizations, such as WTO, have developed such mantras, such as for example "Never turn a blind eye from WTO". A potential mantra for the UN could be "UNite Against Racism, Embrace Diversity" or "UNshackling from racism".

2.2. Education

Learning programmes

9 - Working with human resources to develop an e-learning program, MOOCs, resources toolkit available for staff (based on WTO or MSF)

Based on the models implemented by WTO and MSF, the UN can create massive online open courses (MOOCs) dedicated to promoting diversity and combating racism. This will help promote an inclusive work environment where all workers feel respected and valued.

10 - Developing a diversity and inclusion module as part of the Code of Conduct through which every staff should partake in

Whilst complementary training should be made available, essential briefing on the Code of Conduct, as well as best practices to combat racism in the workplace should be made compulsory to staff in order to make sure all have the basic training concerning diversity.

Sensitization

11 – Establishing a cultural ambassador against racism

To support UN efforts in combating racism, the group proposes to establish a Cultural Ambassador Against Racism. This Ambassador would be an influential figure with an understanding of diversity and a commitment to promoting tolerance and inclusivity. The Cultural Ambassador would foster dialogue, bridge gaps, and raise awareness about the impacts of racism. The Cultural Ambassador would help facilitate conversations, develop educational programs, and implement anti racist initiatives. The Cultural Ambassador could also form a group of UN professionals or working groups against racism to participate in decision-making processes at the UN.

2.3. Protection & Support Mechanisms

Control and Grievance Mechanisms

12 - Grievance mechanisms

Based on other organizations' practices, such as MSF and UNAIDS, the UN should establish a safe and anonymous mechanism for filing complaints or reporting racist and discriminatory behavior. This would provide a safe space for employees to voice their concerns without fear of reprisal. This would show commitment to transparency and accountability.

13 – Conducting routine inspection in offices to assess compliance with policy and procedures concerning non-discrimination and staff wellbeing

Drawing from UNAIDS' approach, the UN should conduct regular inspections in offices to evaluate compliance with policies and procedures relating to non-discrimination and staff wellbeing. These

should not have a punitive character, but rather encourage employees to familiarize with rules and best practices in combating discrimination.

14 - Sharing of anonymized summaries which publicize disciplinary action and other accountability measures (based on UNAIDS)

The publishing of summaries which show disciplinary measures taken helps improve transparency and create an environment that is free from a sense of impunity.

15 - Creating a system which enables for the protection against retaliation and strengthen whistleblowing of racist incidents (based on UNAIDS)

Based on UNAIDS' plan of action, this would enable an environment where staff would be more comfortable raising complaints about racist incidents within the organization without fear of retaliation.

16 - Developing staff surveys on experiences of racism

The UN should develop more staff surveys to gain insights on racism within the organization. These surveys would serve as tools to assess the prevalence of racism, identify patterns, and understand challenges faced by staff and to identify any progress in this sense.

17 - Making certain trainings compulsory as a measure to address racism incidents

Working with Human Resources towards compulsory training and informative sessions concerning racism. Develop an anonymous system in such a way that training is conducted twice a year, so that those who suffer discrimination can anonymously report and suggest co-workers who would benefit from said training.

18 - Clear recording of anti-discrimination or anti-racism activities

The UN should record its anti-racism activities, such as documenting initiatives, training sessions, workshops or any other events which seek to combat racism. Through this, the UN can track its progress and showcase its commitment to addressing this issue and provide a platform for sharing best practice with other organizations.

Support Mechanisms

19 - Formulating a mental health support team who are professionally trained to deal with victims of racism within the UN

Establishing a dedicated mental health support team, consisting of professionally trained mental health personnel who can help victims of racism within the organization. This is based on policies adopted by organizations such as UNAIDS. The mental health support team would offer support, counseling, and guidance. This ensures that victims of racism receive the necessary care and resources to heal, recover, and thrive within the UN community.

2.4. Regulations

Institutionalization and Expertise

20 - Creating a Diversity and Inclusion Advisory Council

A Diversity and Inclusion Advisory Council would be composed of different experts and stakeholders and would serve as a platform for fostering dialogue, sharing best practices, and advising on policies and initiatives. This can help ensure that diversity efforts are effective and responsive to emerging needs and situations.

III - Communication Strategy

3.1. Website

The website team has had the chance to review the functioning website. The website is very informative and has a strong foundation. However, the website team saw the gap to be less interactive and less engaging. The team also feels like it must have a personal take, emotions, and stories to give meaning to the reader.

The website team's suggestion was based on the analysis done above. The first suggestion is having a section where people can send anonymous surveys or feedback for the training that we have suggested to be offered twice a year. This will give people the opportunity to say what they want without risking retaliation. The involvement of HR is very important in this section.

The second suggestion is having a weekly "*Did you know*?" section. This "Did you know?" section will include simple facts about what people face day to day. These new pop ups have the intention to raise awareness that racism still exists and that we should do something about it. We can also interrelate these weekly new pop ups with the days that might coincide with the celebration of culture and diversity. While the video team was conducting interviews, we have come across people who are willing to be part of this project and do what they can to make a difference and get this out in the open so that we can address it and find solutions.

The third suggestion relates to addressing microaggressions. If we are going to speak out about racism that happens in the UN, most of it does not happen intentionally. The section on "Microaggression" will be called "*What are your/mine/our Micros?*". With the research conducted by the research team, it has been shown that people face microaggressions. Therefore, the website should have a section dealing with "Microaggression": what microaggression is, what to do when faced with subtle comments and how to deal with it. This will help put the issue on a spotlight.

The fourth suggestion is the "*I am ….*" Section, which can be anonymous but have an emotional, personal take to every pain and problem to talk about. This section can be filled with stories of different people from different backgrounds who have faced racism one way or another.

After doing a simple review of the things we wished to change on the website we categorized the page into Information, Education, Protection and Support Mechanisms, as per the recommendations made. The proposed website can be viewed at this link.

Screen capture from the proposed website

3.2. International Days

3.2.1. Social Media Posts and Campaigns

3.2.1.1. International Day for the Elimination of Racial Discrimination (21 March)

Post 1: "On International Day for the Elimination of Racial Discrimination, let's stand together against hate and embrace diversity. #NoToRacialDiscrimination #UnityInDiversity"

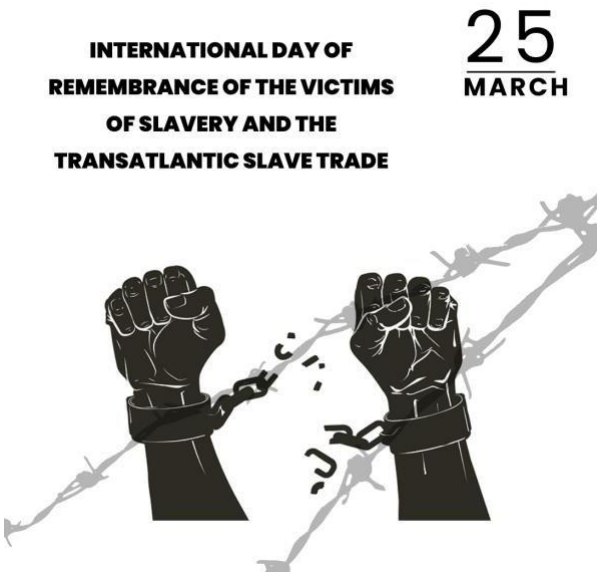
Post 2: "Today, we celebrate the International Day for the Elimination of Racial Discrimination. It's time to promote equality, respect, and understanding for all. #EndRacialDiscrimination #EqualRights"

Social Media Campaign: #MyDiverseWorkplace: Encourage individuals to share stories and photos/videos highlighting the diversity in their workplaces. Participants can describe positive experiences, talk about the benefits of working in a diverse environment, or discuss efforts made by their organizations to eliminate racial discrimination.

#InclusiveHiringPledge: Encourage organizations and individuals to take a public pledge committing to inclusive hiring practices. Participants can share videos or written statements expressing their commitment to hiring practices that prioritize diversity and combat racial discrimination.

#RedefiningSuccess: Challenge the traditional definition of success and highlight achievements of individuals from diverse racial backgrounds. Encourage participants to share stories of professionals who have succeeded despite facing racial discrimination and biases in their careers.

3.2.1.2. International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade (25 March)



Post 1: "Today we honor the resilient spirits and remember the millions who suffered. Let us stand against racism and ensure history is never forgotten. #RemembranceDay #EndSlavery"
Post 2: "On this day, we reflect on the atrocities of the past, vowing to create a future free from oppression. Together, we can break the chains of inequality. #NeverForget #TransatlanticSlaveTrade"
Social Media Campaign: #RememberTheirVoices: Share powerful quotes from survivors of slavery and their descendants to honor their resilience and raise awareness about the lasting impact of the transatlantic slave trade.
#BreakTheChains: Encourage people to break the chains of ignorance and prejudice by sharing informative posts and historical facts about the transatlantic slave trade. Spread knowledge to promote understanding and combat racism.
#ArtHealsWounds: Promote the use of art as a medium to remember the victims of slavery. Encourage artists to create and share artwork inspired by the transatlantic slave trade, fostering empathy, and understanding.

3.2.1.3. International Day for Countering Hate Speech (18 June)

Post 1: "Spread love, not hate. Join us on International Day for Countering Hate Speech to foster tolerance and respect. #NoToHateSpeech #SpreadLove"

Post 2: "Words have power. Let's use them to build bridges and promote harmony on International Day for Countering Hate Speech. #StandAgainstHate #ChooseKindness

Social Media Campaign: #WordsHavePower: Raise awareness about the impact of hate speech and the importance of using our words responsibly and respectfully.

#NoHateZone: Encourage users to pledge to create a hate-free online environment and share tips on how to counter hate speech effectively.

3.2.1.4. International Day of the World's Indigenous Peoples (9 August)

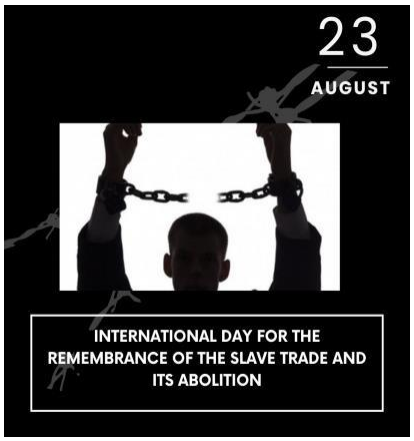
Post 1: "Today, let's celebrate the rich cultural heritage and resilience of indigenous peoples worldwide. Happy International Day of the World's Indigenous Peoples! #IndigenousPeoplesDay"

Post 2: "On this special day, let's honor the rights, traditions, and contributions of indigenous communities. Together, we can build a more inclusive and just world. #IndigenousPeoplesDay "

Social Media Campaign: #IndigenousPride: Join us in celebrating the vibrant cultures and ancestral wisdom of indigenous peoples on International Day of the World's Indigenous Peoples.

#IndigenousVoices: Amplify indigenous voices and stories today, honoring their knowledge, resilience, and ongoing struggles. Let's listen, learn, and support. #IndigenousPeoplesDay

3.2.1.5. International Day for the Remembrance of the Slave Trade and its Abolition (23 August)



Post 1: "On International Day for the Remembrance of the Slave Trade, we honor those who fought for freedom. #NeverForget #AbolitionDay"

Post 2: "Today we remember the victims of the slave trade and stand united against any form of modern slavery. #EndSlavery #AbolitionDay"

Social Media Campaign: #RememberTheirStory: On International Day for the Remembrance of the Slave Trade and its Abolition, let's honor the resilience and courage of those affected by slavery.

#BreakTheChains: Join us in commemorating the struggle against slavery and promoting equality, justice, and human rights worldwide. #SlaveTradeRemembranceDay

3.2.1.6. International Day for the People of African Descent (31 August)

Post 1: "Today, we celebrate the rich heritage and contributions of people of African descent worldwide. Happy International Day for People of African Descent! #IDPAD"

Post 2: "On this important day, let's stand in solidarity with people of African descent, promoting equality, justice, and empowerment. #IDPAD "

Social Media Campaign: #AfricanDescentPride: Celebrate the rich heritage, resilience, and achievements of people of African descent on International Day for the People of African Descent. #IDPAD

#AntiRacismNow: Stand against racism and discrimination, challenging stereotypes and working towards a world of equality, justice, and respect for all. #IDPAD

3.2.1.7. International Day for the Abolition of Slavery (2 December)

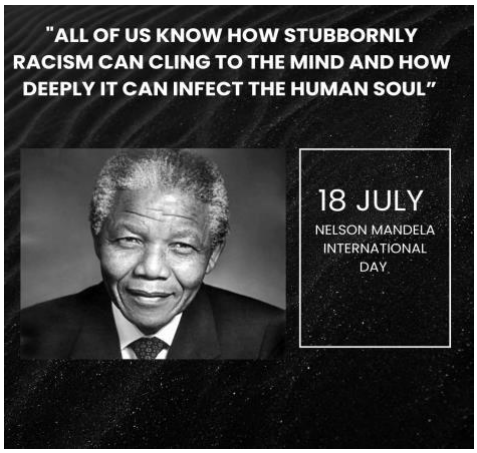
Post 1: "On International Day for the Abolition of Slavery, let's remember the past, fight against modern slavery, and promote freedom for all. #EndSlavery "

Post 2: "Today, we commemorate the courageous abolitionists and those who fought against slavery. Together, we strive for a world without slavery. #AbolishSlavery "

Social Media Campaign: #EndModernSlavery: On International Day for the Abolition of Slavery, let's raise awareness and work together to eradicate modern-day slavery. #AbolitionDay

#JusticePrevails: Stand up for justice and support organizations working tirelessly to rescue and rehabilitate survivors of slavery. #AbolitionDay

3.2.1.8. Nelson Mandela International Day (18 July)



Post 1: "Today, we celebrate the extraordinary legacy of Nelson Mandela, a symbol of peace, freedom, and equality. Happy Nelson Mandela Day! #MandelaDay"

Post 2: "On Nelson Mandela Day, let's honor his vision by promoting compassion, reconciliation, and social justice for all. #MandelaDay "

Social Media Campaign: #InspiredByMandela: Share stories of how Nelson Mandela's life and teachings have inspired you to create a better world. #MandelaDay

#Ubuntu: Embrace the African philosophy of Ubuntu, promoting compassion, kindness, and respect for all on Mandela Day and beyond. #MandelaDay

3.2.1.9. Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination (21-27 March)

Post 1: "Join us in solidarity with those fighting against racism and racial discrimination. Together, we can create a more inclusive world. #SolidarityWeek "

Post 2: "During the Week of Solidarity, let's amplify the voices of marginalized communities and work towards dismantling systemic racism. #SolidarityWeek "

Social Media Campaign: #SolidarityAgainstRacism: Stand united with people around the world, pledging to combat racism and racial discrimination in all its forms. #SolidarityWeek

#DismantleRacism: Challenge systemic racism and work towards dismantling discriminatory structures, fostering a society based on justice and equality. #SolidarityWeek

3.2.1.10. World Day of Cultural Diversity for Dialogue and Development (21 May)

Post 1: "Happy World Day of Cultural Diversity for Dialogue and Development! Let's celebrate our differences, promote understanding, and foster a more inclusive and harmonious world. #CulturalDiversityDay"

Post 2: "On this important day, let's engage in meaningful dialogue, embrace cultural diversity, and harness its power for social progress and sustainable development. #CulturalDiversityDay "

Social Media Campaign: #DialogueForDevelopment: Engage in meaningful conversations that bridge cultural gaps, fostering mutual understanding and contributing to sustainable development. #CulturalDiversityDay

#DialogueForDevelopment: Engage in meaningful conversations that bridge cultural gaps, fostering mutual understanding and contributing to sustainable development. #CulturalDiversityDay

3.2.2. Activities for International Days

Organize a Panel Discussion: Host a panel discussion featuring experts, activists, or community leaders who can speak about racial discrimination, its impact, and potential solutions. Encourage open dialogue and audience participation to foster understanding and empathy.

Cultural Food Fair: Arrange a cultural food fair where employees or community members can showcase and share their traditional cuisine. This event promotes diversity, encourages cultural exchange, and highlights the richness of different ethnic backgrounds.

Film Screening and Discussion: Organize a film screening of a thought-provoking movie or documentary that addresses racial discrimination. After the screening, host a guided discussion to explore the themes, challenge biases, and promote dialogue about racial equality.

Diversity Training and Workshops: Offer diversity training sessions or workshops for employees to learn about cultural competency, unconscious bias, and ways to create an inclusive work environment. These sessions can provide valuable insights and practical strategies for reducing discrimination.

Employee Storytelling: Encourage employees to share their personal experiences with racial discrimination, either through written stories, videos, or live storytelling sessions. This activity helps create empathy, builds connections, and raises awareness about the challenges faced by individuals from different racial backgrounds.

Social Media Campaign: Launch a social media campaign using dedicated hashtags to promote the International Day for the Elimination of Racial Discrimination. Share educational content, personal stories, or inspiring quotes to engage your online community in discussions and encourage them to take action against racial discrimination.

Community Outreach: Collaborate with local community organizations or advocacy groups to organize events that promote inclusivity and celebrate diversity. This could include joint workshops, community service activities, or awareness campaigns in public spaces.

Artistic Expression: Host an art exhibition, poetry slam, or performance showcase that highlights the talents and perspectives of diverse artists. This can be an engaging platform to challenge stereotypes, spark conversations, and celebrate the richness of different cultures.

Book Club or Reading Circle: Start a book club focused on books that explore themes of racial discrimination, diversity, and inclusivity. Engage participants in lively discussions about the books, encouraging personal reflection and sharing of insights.

Allyship Pledge: Encourage employees or members of your organization to take a formal allyship pledge, committing to actively support and stand up against racial discrimination. Provide resources and training to equip allies with the knowledge and skills needed to be effective advocates.

3.3. Videos

One of the Working Group's tasks was to conduct interviews and videos to aid the UN's communication strategy against racism. It thus conducted interviews throughout the duration of the programme asking questions related to racism at the UN and means of addressing it. The Working Group believes that making these resources available to the UN community will help raise awareness of the issue and help foment thoughts about potential solutions.

Final Remarks

This work aims to contribute towards fighting racism within the United Nations. The recommendations address several aspects concerning the issue and draw from comprehensive research of practices within other Geneva-based organizations. By applying such best practices, the UN can demonstrate its will and commitment to fulfill the commitments it assumed when it recognized that racism exists within its institution.

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Code of Conduct on Information Integrity on Digital Platforms

Working Group 3, 61st Graduate Study Programme

This work was produced by Working Group 3 of the 61st Graduate Study Programme, which was held at UN Geneva, Switzerland from 3 to 14 July 2023.

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Introduction

The Secretary General's Our Common Agenda Policy Brief 8 on Information Integrity on Digital Platforms called for a Code of Conduct to be presented at the Summit of the Future, planned for September 2024.

The present document is the work of the Working Group 3 of the United Nations 61st Graduate Study Programme, which has developed a Code of Conduct under the premise that the path towards stronger information integrity needs to be human rights-based, multi-stakeholder and multi-dimensional.

The regulation of information integrity on digital platforms is a complex domain as it entails finely delineating the extent to which the right to freedom of speech can have limitations in the light of the increasing spread of misleading, false, or hateful online content with the potential to cause serious harm.

The UN High Commissioner for Human Rights, Volker Turk in his address to the 53rd session of the Human Rights Council, said "The limitation of any kind of speech or expression must, as a fundamental principle, remain an exception – particularly since laws limiting speech are often misused by those in power, including to stifle debate on critical issues. But on the other hand, an act of speech, in the specific circumstances in which it occurs, can constitute incitement to action on the part of others — in some cases, very violent and discriminatory action".

This Code of Conduct encourages all stakeholders, including Member States and digital platforms, to foster a digital environment that champions truth, serves as a verified filter against mis- and disinformation, and is unwavering in the fight against hate speech. It also purports to ensure that, in the pursuit of said objectives, the rights to freedom of thought, conscience, and expression, to privacy and nondiscrimination, maintain all their vigor throughout the digital space.

For that purpose, the Code establishes guidelines for the regulation of the information diffused through digital platforms. It seeks to support independent media, protect it from unwarranted influences and safeguard its role as a critical watchdog of truthful information. It aims to promote transparency, so as to ensure digital platforms are trustworthy and the consent of its users is free and informed. It aspires to strengthen user empowerment, so that they have control over their personal data, they can discern truth from fabrication and opinions from hate and are able to freely express their ideas without fear of undue reprisal. It intends to enhance research and data access, to aid the process of devising effective, data-driven responses to the challenges of

the future. It delineates scaled-up responses, commensurate with the gravity and scale of the issues at hand.

The Code proposes stronger disincentives for those who spread mis- and disinformation or engage in hate speech. It promotes a respectful digital dialogue instead and strives to enhance trust and safety online, in order to reinforce the belief that technology should be a positive force for all of humanity and not a stronghold for viral lies and amplified contempt toward individuals or groups.

We are at a crossroads of the digital revolution. This Code of Conduct embodies the necessary principles for collectively shaping a united digital world that helps unite rather than divide; respect rather than denigrate. It encapsulates a shared vision of the digital landscape of the future: safer, respectful, inclusive, and truthful.

This Code of Conduct is, finally, a living document. As the digital world continues to evolve, so too must our efforts to ensure its integrity. We shall stand prepared to adapt, to learn, and to refine our approaches in the pursuit of promoting human rights across all borders and dimensions of human life.

Commitment to Information Integrity

1.1 To combat information pollution, mis- and disinformation, and to promote information integrity, the following actions shall be taken at different levels:

Individuals:
Encourage individuals to verify the accuracy of information before sharing it;
Establish mechanisms for individuals to report misleading or false content;
Promote media literacy and critical thinking from a young age and throughout the lifecycle;
Media outlets:
Establish mandatory, comprehensive ethical and fact-checking standards for the media;
Require the media to publish corrections or retractions in case of errors;
Enhance transparency regarding the sources of information used by the media;
Encourage cooperation and synergies for cross-media verification of information;
Digital platforms:
Impose the swift removal of clearly false, misleading, or harmful content;
Require digital companies to comply with information-sharing laws in the Member States in which they operate;
Demand that recommendation algorithms prioritize reliable and verified content;
Strengthen monitoring of accounts and bots involved in disseminating disinformation;

Make selection and prioritization criteria of information on digital platforms transparent;
Collaborate with independent fact-checking organizations to combat misinformation, disinformation, and hate speech.

Respect for Human Rights

2.1 Universal Declaration of Human Rights

The Universal Declaration of Human Rights outlined a collection of principles and rights that are universally applicable for every human being. After 75 years, it remains the cornerstone of the human rights system.
Member States, digital platforms and other stakeholders must be aware of the following effects that the dissemination of mis- and disinformation, and hate speech are having on human rights:
The Right to Non-discrimination (Article 2): Mis-, disinformation, and hate speech can motivate discrimination by spreading prejudices and through hate speech's targeting of certain groups based on race, color, ethnicity, gender, language, religion or political opinion, and other characteristics.
Right to a Fair Trial (Article 10): The dissemination of mis-and disinformation has the capacity to erode the fundamental right to a fair trial.
The Right to Privacy (Article 12): The dissemination of mis- and disinformation can lead to privacy violations, which can expose individuals to emotional or physical harm.
Right to Freedom of Thought, Conscience, and Expression (Article 18): The dissemination of mis- and disinformation can impede individuals' capacity to openly express their thoughts and opinions while also hindering their access to reliable information that is crucial for the development of ideas.
The Right to Freedom of Expression (Article 19): The right to freedom of expression is not an absolute right. The dissemination of mis- and disinformation can create confusion and physical harm between individuals' ability to express their free opinion.
The Right to Information (Article 19): The dissemination of mis- and disinformation can hinder the right to access and share accrued information.
The Right to Health (Article 25): The dissemination of mis- and disinformation concerning health can undermine public health initiatives, hinder access to reliable medical information, impact negatively the population mental health, and contribute to the proliferation of inaccurate treatments, as was most recently seen during the COVID-19 pandemic.
The Right to Education (Article 26): The dissemination of mis- and disinformation can mislead and distort facts, impacting the quality of education and adversely impact future generations.

The Right to Participate in Cultural Life (Article 27): The dissemination of mis-, disinformation, and hate speech can perpetuate stereotypes, marginalize individuals from cultural activities, and create false cultural narratives.

2.2 Sustainable Development Goals (SDGs)

Member States, digital platforms, and other stakeholders should recognize that the dissemination of mis- and disinformation affects the fulfillment of the SDGs, particularly climate action. The detrimental effects of spreading false or misleading information extend to multiple aspects, such as impeding poverty eradication efforts and exacerbating societal divisions, with a particularly harmful impact on marginalized and vulnerable communities. This perpetuates economic, social, and political exclusion, impacting the quality of education and suppressing the voices of women while also fueling violence against females.

Dissemination of mis- and disinformation can be detrimental to global economic growth, impede innovation and development, create a polarized society, and negatively influence social development. It undermines the importance of a sustainable environment and hampers efforts to address the climate change crisis. It has the potential to influence elections, disrupt the work carried out by institutions, and impede partnerships and cooperation aimed at achieving the SDGs.

2.3 Principles and Commitments:

This Code of Conduct stipulates principles and commitments that Member States, digital platforms, and other stakeholders must implement to address harmful impacts of threats to information integrity, in compliance with international law and standards.

Member States should:

Counter mis-, disinformation, and hate speech by respecting, protecting, and fulfilling human rights, especially the rights to freedom of opinion, freedom of expression, and the right of access to information;

Protect the fundamental rights of users of digital platforms, particularly the right to privacy and personal data self-determination, and assure the implementation of enforcement mechanisms, remedies, and other judicial, administrative, and legal measures to fulfill human rights or redress human rights violations related to information integrity;

Apply a multistakeholder approach to counter mis-, disinformation, and hate speech. Member States should take appropriate steps to prevent, investigate, punish, and redress abuse of human rights from private actors, including digital platforms;

Protect the fundamental right of freedom of expression and freedom to manifest one's religion or beliefs. Restrictions posed to these rights might only be implemented by law, when necessary, to protect public safety, order, health, morals or the fundamental rights and freedoms of others;

Guarantee the right to digital literacy, from an early age, as an enabling right to freedom of expression and as part of the human right to education. Member States should also ensure the

right to participate in public affairs, ensuring that individuals and communities are empowered to identify and counter disinformation;

Ensure effective access to information, including diverse sources and independent media. Laws pertaining to information transparency and responses to combat threats to information integrity, such as defamation, cyberbullying, and harassment, should align with established human rights norms and standards;

Incorporate international standards and laws related to information integrity and freedom of expression in national legislations, especially regarding limits and prohibitions to advocacy to national, racial, or religious hatred that constitutes incitement to discrimination, hostility, or violence;

Refrain from internet shutdowns and bans on platforms or media outlets unless these actions are deemed absolutely necessary, approved by relevant courts, and comply with the requirements of general restrictions of rights under international law, including necessity, proportionality, and legality;

Ensure that regulations concerning the protection of human rights and information integrity encompass both public and private actors with special attention to digital platforms. This approach aims to address power imbalances between digital platforms and individuals, as well as potential human rights violations by private actors;

Ensure that any restrictions on the operation of websites, providers, search engines, or information dissemination systems are only permissible to the extent that they are aligned with international law.

Digital platforms should:

Respect human rights, particularly in compliance with the 2011 'Guiding Principles on Business and Human Rights'.

Implement and disclose policies of information integrity to guarantee the access of information and the transparency of: (i) the collection and use of data; (ii) content moderation; (iii) advertising; (iv) the implementation of human rights impact assessments and due diligence; (v) content removals and suspension of online accounts; (vi) use of algorithms; and (v) governmental requests in relation to mis-, disinformation and hate speech;

Assure the implementation of redress mechanisms and independent reviews according to the 'United Nations Guiding Principles on Business and Human Rights' to guarantee the integrity of information online and offline and the protection of human rights;

Install independent oversight bodies and mechanisms conformed by technical, legal, and operational experts from different fields to take decisions regarding content moderation and elimination and the respect of human rights.

All relevant stakeholders, international non-governmental organizations, influential thinkers, youth representatives, local and community leaders, the United Nations System and its partners, and others should:

Promote diversity, security, and inclusion in the digital space. All stakeholders should collectively undertake efforts to establish and support reporting and fact-checking mechanisms;
Refrain from committing, spreading, or endorsing mis- and disinformation and hate speech.
Researchers, think tanks, and academic institutions should encourage digital users' empowerment and enhance intersectional digital rights. All stakeholders should guarantee access to data for researchers.

Support for Independent Media

3.1 Regarding editorial independence:

Member States should:
Establish a permanent government budget dedicated to funding public media initiatives which would guarantee autonomy of editorial content;
Condemn and refrain from the practice of censorship of the media;
Develop and implement legal frameworks that guarantee the protection of media freedom and prevention of censorship. Nonetheless, Member States should create legislative ground for legal action to be taken, in exceptional circumstances, towards media outlets that are proven to repeatedly and voluntarily disseminate mis-, disinformation, and hate speech.

Media outlets should:
Diversify their funding sources in order to decrease their dependence on several large sponsors;
Prioritize funding sources that do not compromise the integrity of published content by exercising influence over editorial decisions.

3.2 To strengthen a plural media landscape:

Member States should:
Develop national strategies to guarantee an enabling environment for journalists to thrive;
Provide funding opportunities to small and medium media initiatives that produce and publish content in local languages and represent minorities;
Develop and implement legal frameworks that increase the hiring of journalists from diverse backgrounds;
Develop and implement legal frameworks that enable negotiations between technology companies and media outlets regarding the payment of journalistic content on digital platforms.

Media outlets should:
Increase diversity inside their newsrooms through inclusive hiring processes;

Ensure content accessibility for people with disabilities that are consumers (i.e., sign language translation, image description, etc.).

3.3 To empower fact-checking:

Member States should:
Facilitate information transparency and access to fact-checking initiatives;
Create funding opportunities for local fact-checking initiatives, across national and local languages;
Provide training programmes to fact-checkers in alignment with international fact-checking standards.

Media outlets and fact-checking initiatives should:
Grow and continuously train their fact-checking workforce;
Invest in new fact-checking technology resources, especially the rapidly evolving AI;
Pursue and adhere to the international fact-checking standards.

3.4 To increase the protection of journalists:

Member States should:
Support awareness-raising initiatives aimed at the population as a whole about the importance of respecting media freedom;
Provide continuous training of the judiciary and law enforcement on international human rights, international humanitarian law obligations, and commitment regarding the safety of journalists;
Condemn and not in any way engage in online or offline attacks, harassment, and violence against journalists and other media professionals;
Create an efficient process to properly investigate and prosecute online or offline attacks against journalists and other media professionals;
Immediately release any journalist or media professional who has been arbitrarily detained or incarcerated without due legal process.
Media outlets should:
Provide legal and psychosocial assistance to any employee who has been the victim of online or offline harassment, attacks, or violence;
Provide continuous training of cyber-safety and self-safety, especially, but not exclusively, in armed conflict contexts.

Digital platforms should:
Develop and implement concrete plans of action to combat online harassment, attacks, or violence targeting journalists and media workers;

Collaborate efficiently with media outlets and the States on the investigation of online harassment, attacks, or violence targeting journalists and media workers, with the view of promptly identifying perpetrators and preventing future recurrences.

Increased Transparency

Member States should regulate minimum transparency standards for digital platforms' policies and practices. These should be available, accessible, concise, and intelligible to users by using plain and clear language. User consent should not be valid if the information preceding it is not clear and understandable to an average user.

For this purpose, Member States should work with digital platforms to implement the following measures, which include, but are not limited to:

4.1 Algorithms

Prioritize the use of intelligible algorithms, whenever possible;

Disclose, when known, the criteria and information utilized for algorithmic decision-making concerning content display, targeted advertising, or any personalized features for a particular user upon user request and in a reasonably timely manner.

4.2 Data

Take appropriate measures to provide users with any information referring to the collection, processing, and storage of users' personal data;

Keep the procedures through which user requests related to the use of personal information are processed as short, straightforward, and as simple as possible;

Provide the identity and contact details of the entities accountable for the processing of personal information;

Develop certification mechanisms and data protection seals or marks which allow data subjects to assess the level of data protection of sites to which they are redirected through ads and/or promotions.

4.3 Content Moderation

Make the standards to be observed in user-generated content readily available for users, including clear criteria for content filtering on the grounds of mis- and disinformation, and hate speech;

Communicate the changes in said standards and guidelines effectively to users well in advance of their implementation;

Explicitly disclose when artificial intelligence is employed for content moderation;
Provide access to appropriate, effective, simple, and transparent procedures to contest bans, suspensions, account deletions, or other sanctions;
Decide on sanctions and communicate them to users within reasonable time frames and on an individual basis, avoiding general formulas and justifications;
Publish quantitative and qualitative information about appeals received, treated, accepted, and rejected; about the results of such appeals; and about complaints received from state officials and the actions taken;
Report periodically to Member States on the outcomes of their policies and practices aimed specifically at combatting mis- and disinformation and hate speech.

4.4. Advertising

Disclose advertising policies and practices, as well as the sources of funding for all advertisements;
Separate distinctly, utilizing appropriate labels, paid promotional content from independent editorial or news content;
Disclose the criteria for targeted advertising upon the request of both advertisers and the target audience, including specific information about targeting algorithms, the audience reached, and the overall effectiveness of advertisements;
Periodically publish policies, aimed at restricting the revenues of entities spreading mis- and disinformation and hate speech, related to the scrutiny of advertisement placements as well as their outcomes;
Provide users with simple mechanisms to report misleading advertisements and take prompt action when such reports are made;
Offer tools and features to enhance users' understanding and control of the advertisements they are exposed to;
Work in conjunction with independent bodies to periodically audit advertising practices.

User Empowerment

5.1 Promotion of Government Transparency and Accessibility:

Member States should:
Ensure public access to accurate, transparent, and credibly sourced government information;
Use descriptive texts and sign language to cater to persons with different disabilities and enhance accessibility;

Implement a robust system of checks and balances that monitors and ensures the credibility of disseminated information on digital platforms. Non-compliance by digital platforms should trigger corrective measures by Member States to uphold the principles of transparency.

5.2 Freedom of Opinion:

Member States and digital platforms should:
Have an effective and responsive content evaluation process to swiftly identify false content or content that has a clear intent to disinform.

Member States should:
Pursue a judicial framework, pending an independent judicial process, where governments can challenge decisions by digital platforms to filter certain content on a case-by-case basis.

5.3 Digital Tools for Empowered Interaction:

Digital platforms should:
Provide tools that facilitate user customization, enabling interactive online experiences, content discovery, and access to varied news sources;
Make available user-friendly and accessible tools for reporting disinformation, thus helping to dilute the visibility of disinformation and to improve accessibility to trustworthy content;
Present terms and conditions agreements under digital platforms in plain and simple language for users' ease of understanding;
List terms and conditions related to human rights, including the right to privacy, at the beginning of agreements to emphasize their importance to the user.

5.4 Prioritization of Relevant and Authentic Information:

Digital platforms should:
Invest in technological means to prioritize relevant, authentic, authoritative, scientific, and verified information in search, feeds, or other automatically ranked distribution channels. Transparency is vital, allowing users to understand why they are shown specific content or advertisements;
Give visibility to media news outlets that have a record of truthful and unbiased reporting. Digital platforms can consult with relevant domestic bodies of Member States to identify trustworthy media outlets, which can include publicly funded outlets.

5.5 Trust Indicators:

Digital platforms should:

Collaborate with news media associations to develop and implement indicators of trustworthiness, such as media ownership and verified identity, based on objective criteria, and established journalistic principles. Transparency about these indicators can facilitate user assessment of content.

5.6 Youth-focused Digital Literacy and Rights Awareness:

All relevant stakeholders should:
Partner in efforts to enhance an understanding of everyone's rights in online spaces, the workings of digital platforms, their personal data usage, and ways to identify and respond to mis- and disinformation. Children are getting in contact with digital media earlier and earlier in their lives, making this provision essential for their digital literacy from early age onwards.
Develop initiatives to teach digital literacy for children as soon as they are in contact with digital platforms. Training literacy programmes should be age-appropriate, inclusive, and culturally sensitive to local contexts and language. Programmes should continue from kindergarten education to late stages of life and be frequently evaluated to evolve with digital mediums in real time. Digital literacy programmes should include a human rights education component.
Develop specific child-friendly materials and tools to ensure the message is conveyed effectively, with nuanced attention given to young people, adolescents, and children of various ages.

5.7 User Rights and Privacy:

Users should:
Be clearly informed about their privacy options from the beginning of their use of a digital platform and have the ability to opt-out at any time. Upholding the "right to be forgotten" and enabling users to exert control over their shared data is crucial. The implementation of principles empowering users to retract or select specific aspects of shared data must be prioritized.

5.8 Cultural Sensitivity and Inclusivity:

Member States and digital platforms should:
Dedicate resources to ensure that terms and conditions agreements and other user empowerment materials are in a local language understood by the local user population. Considering the diversity of digital users around the world, cultural context and differences should inform all aspects of user empowerment. Culturally sensitive and inclusive practices should ensure equal access and opportunities to all users, including youth.

5.9 Monitoring and Accountability:

Member States and digital platforms should:

Bear responsibility for the enforcement and success of provisions regarding ongoing monitoring and assessment, which is essential for effective user empowerment;
Solicit feedback from users routinely and integrate received feedback into future policies and practices;
Seek user feedback through focus groups that represent and reflect the user population in a certain country. These periodic consultations should be thoroughly conducted to understand users' feedback and incorporate it into Member States and digital platform policy and practice.

Strengthened Research and Data Access

Member States should:
Actively invest in and support independent research studying the prevalence and impact of mis- and disinformation, as well as hate speech, on digital platforms, across various countries, regions, and languages. Special attention should be given to underserved contexts and languages other than English;
Encourage partnerships and research collaboration between digital platforms, civil society, and academia to jointly combat mis- and disinformation and hate speech. The environment should allow all stakeholders to operate freely and safely; and this collaboration should be meaningful and reciprocal, resulting in actionable insights and strategies;
Establish long-term, diversified, and sustainable funding mechanisms, including public-private partnerships, for the research on mis- and disinformation and hate speech across all digital platforms. Funding should be structured in a manner that ensures the independence, integrity, and credibility of the research, with clear agreements to prevent any undue influence from the financing entities on the research outcomes.

Digital platforms should:
Provide data access to researchers and academics with due respect for user privacy. This access should allow researchers to collect both qualitative and quantitative data on individuals and groups targeted by mis- and disinformation and hate speech. This will foster a better understanding of the extent and nature of the harm caused while respecting data protection and human rights;
Commit to transparent data-sharing practices with guidelines in place specifying what data can be shared, how it will be shared, and under what circumstances. Accountability should be enhanced through periodic reporting on transparency.

Both Member States and digital platforms should:
Advocate and take necessary steps for the full participation of civil society and academia in combating mis- and disinformation and hate speech on digital platforms. This could include

engaging in dialogues, participating in decision-making processes, and assisting in monitoring and reporting incidents.
Civil society and academia should:
Emphasize the respect for data protection laws in conformity with human rights and integrity so all research activities should adhere to privacy-preserving techniques such as data encryption and anonymization. Robust ethical considerations must guide the conduct of all research and data access through digital platforms;
Conduct all research initiatives with the aim to serve the public interest with a tangible impact. This can be done by either improving the online discourse or protecting vulnerable and marginalized individuals or groups. Research initiatives should make digital platforms safer spaces: factual, free of hate, and more inclusive.

Scaled up Responses

7.1. On allocating resources and further investing:

Member States should:
Allocate sufficient resources to tested media outlets that have a proven track records of spreading factual information;
Encourage independent third-party fact checking services, reallocating some funds to support this while preserving and respecting the parties' independence and integrity, without expecting to exercise undue influence.

Digital platforms should:
Allocate sufficient resources into their own mis- and disinformation content detection;
Harness the growing power of AI to prevent and reduce the spread of mis- and disinformation. AI algorithms are powerful vehicles that can, and should, be used to help automatically detect mis- and disinformation.

7.2. On collaboration:

Member States, digital platforms and all relevant stakeholders should:
Collaborate with digital platforms, academia, think tanks, researchers, civil society organizations, and international organizations and promote synergies between all the aforementioned parties in order to reduce and prevent the spread of mis- and disinformation;
Collaborate with established media outlets to effectively combat mis- and disinformation across all platforms.

Digital platforms should:
Implement algorithm strategies that promote fact-checking content in order to burst digital bubbles and echo chambers and increase the reach to a significant percentage of the broader public.

7.3. On promoting training and capacity-building:

Member States should:
Invest in researching and developing curricula for all levels (pre-school, primary, secondary, and tertiary education) that help integrate digital literacy into all educational institutions;
Ensure all their citizens (from children to people of advanced age) are receiving lifelong learning on digital literacy and the continuously evolving digital platforms so that their awareness is increased, and that they are able to stay abreast and continuously learn about the ever-evolving digital platforms.

Member States, digital platforms and academia should:
Provide opportunities, financially and logistically support, and encourage the work of independent researchers working on preserving information integrity.

Stronger Disincentives

All stakeholders acknowledge the important role that businesses have played in innovation and development of the digital platforms that allow people to connect worldwide. Furthermore, digital platforms recognize their corporate responsibility to respect human rights. They should strive to integrate the following best practices:

8.1 Engagement on human rights, privacy, and safety

All digital platforms should:
Ensure that their human content moderators receive the necessary psychological support and care;
Develop content management methods using ethical artificial intelligence technology for future enhancements;
Ensure the protection of user information;
Provide a safe environment for platform users.

8.2 Engagement on advertisements

All digital platforms should:
Ensure that advertisements are not placed next to online mis-, disinformation, or hate speech;
Prohibit the promotion of advertising containing disinformation;
Ensure transparency regarding financing of political advertisements on their platforms.

8.3 Engagement on paid advertising

All digital platforms should:
Mark clearly all media content on their platform that includes paid advertising and advertorial content;
Take concrete measures to prevent and address the spread of content that contains mis- and disinformation, as well as hate speech.

Member States and digital platforms should work together to provide access to effective remedies to users through judicial and non-judicial grievance mechanisms in accordance with the principles elaborated on the "Guiding Principles on Business and Human Rights, 2011".

Enhanced Trust and Safety

9.1 Digital security and trust

Member States and digital platforms and all relevant stakeholders should:
Take measures to secure citizens' data, building institutional and public trust in digital platforms;
Prioritize safety and privacy by incorporating these elements into the product design of Digital Platforms. This can be achieved through sufficient resourcing of in-house trust and safety expertise, involving measures taken to protect the confidentiality, integrity, and availability of data in the online environment;
Ensure security by requiring Digital Platforms to implement privacy features such as secure data encryption, two-factor authentication, and user alert mechanisms;
Enhance digital trust, which refers to the level of confidence that users have in the security, privacy, and reliability of digital platforms. Such Platforms should establish transparent data handling policies wherein users should clearly know how their data is being used and managed;
Implement laws and procedures that ensure user protection, industry safety standards, and digital platform accountability for any data breaches.

9.2 Use of ethical AI in digital platforms

Digital platforms and other stakeholders should take all possible efforts to train artificial intelligence to moderate content in as many languages as possible around the world, making all digital platforms and online communication tools accessible to all humanity;

Member states should appoint Technology Ambassadors that act as a focal point between their respective States and companies to address and tackle issues pertaining to the ethical use, understanding, and legal framework of AI on digital platforms as applicable to each country's national framework;

Member States should encourage digital platforms to incentivize collaboration around data and AI and turn the focus away from competitive approaches. This can be done by adopting the principle of 'Open, Free and Secure digital future for All';

Expertise of the UN Inter-Agency Working Group on Artificial Intelligence (IAWG-AI) should be taken into consideration[xvi] when developing the ethical protocols for the use of AI algorithms, pooled datasets, interoperability standards, guidance for data security and privacy, regulatory sandboxes, and computational capacity by digital platforms;

To build digital trust, companies and stakeholders should adhere to the principles of 'Fairness, Transparency, Non-discrimination, and respect for Human Rights' on digital platforms.

9.3 Inclusion of digital platforms into an information integrity framework

Positive conditions should be created between companies, Member States, and the UN System to ensure that all stakeholders are able to work in a cohesive manner to ensure the safety, accuracy, and integrity of information on digital platforms;

Member States and digital platforms should ensure that digital platforms meet the three-part test of legality, proportionality and necessity when applying restrictions to or limiting online content to tackle mis-, disinformation and hate speech. The UN Rabat Action Plan (2012) can be used by digital platforms in this regard;

Digital companies should provide for adequate and appropriate human resources for content moderation on digital platforms. They should ensure the availability of good health support for the human content moderators across platforms;

All stakeholders should support an information integrity framework that is trustworthy, human-rights based, safe, sustainable, and promotes peace;

Digital platforms, Member States, and stakeholders should work together in ensuring the UN's aim of achieving universal connectivity by 2030 is met. Connecting all people in all languages to all digital platforms should be a core mechanism of achieving information integrity.

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Glossary Terms

Information integrity: Information integrity refers to the quality or state of information being accurate, complete, consistent, and reliable throughout its lifecycle. It encompasses the concept of maintaining the reliability and trustworthiness of data or information, ensuring that it remains unaltered, uncorrupted, and authentic.

Information pollution (infodemic): Information pollution (infodemic) refers to the overwhelming volume of information, often of dubious quality or lacking credibility, that inundates our lives. It arises from the ease of content creation and dissemination enabled by digital platforms.

Misinformation: Misinformation encompasses false or inaccurate information unintentionally spread through various channels. It may arise from a lack of understanding, incomplete knowledge, or honest mistakes.

Disinformation: Disinformation refers to intentionally false or misleading information disseminated with the purpose of deceiving or manipulating people. It often aims to distort facts, influence public opinion, or sow discord.

Hate speech: Hate speech refers to any form of communication, whether spoken, written, or expressed through gestures or symbols, that offends, threatens, or insults individuals or groups based on attributes such as race, ethnicity, religion, gender, sexual orientation, nationality, or other characteristics.

Media: Media refers to various communication channels and platforms that facilitate the transmission and exchange of information, ideas, and entertainment to a broad audience.

Media outlets: Refers to the broadcasting channels providing news and information to the public by different platforms.

Digital platforms: Digital platforms, also known as online platforms or digital marketplaces, are virtual spaces or websites that facilitate the exchange of goods, services, or information between different parties. These platforms typically operate over the internet and provide a technological infrastructure to connect buyers and sellers, service providers and customers, or users and content creators.

All relevant stakeholders: International organizations, non-governmental organizations, researchers, academia, youth representatives, local and community leaders, and civil society.

Towards a Human-Centered Future: Sustainable Disarmament and Human Rights

Image: VOA (201

Gas! GAS! Quick, boys! — An ecstasy of fumbling

Fitting the clumsy helmets just in time,

But someone still was yelling out and stumbling

And flound'ring like a man in fire or lime. —

Dim through the misty panes and thick green light,

As under a green sea, I saw him drowning.

In all my dreams, before my helpless sight

He plunges at me, guttering, choking, drowning

(Wilfred Owen, 1893, p.18; in: "Dulce et decorum est")

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Index:

1. Introduction 130
2. An Analysis of Armed Conflict: A Human Rights Perspective 132
    2.1. Human Rights Implications during Armed Conflict
    2.2. Upholding Human Rights in Armed Conflicts: A Study on States' Obligations under International Law
3. Human-Centered Pathways to Peace and Security 141
    3.1. The Relationship Between Human Rights and Disarmament
    3.2. Rethinking Security: prioritizing human needs
    3.3. Economic benefits of Conflict Prevention
    3.4. Feminist Approaches to Disarmament
    3.5. Why disarmament should be human-centered: a social perspective
4. Disarmament, Human Rights, and Sustainable Development 148
    4.1. Armed Conflict and the Sustainable Development Goals (SDGs)
    4.2. Disarmament and the SDGs
    4.3. Sustainable Human-Centered Disarmament
5. Conclusion and Recommendations 157
    Conclusions
    Recommendations
Bibliography 160

CH APTER 1: INTRODUCTION

ATHERTON – Guns, Rifle, and Shells

Chapter 1 – Introduction:

Violence and armed conflict, as well as high levels of arms and ammunition in circulation take a heavy toll on civilians, especially when explosives are used in populated areas. In 2021, 89 percent of those harmed by explosive weapons in populated areas were civilians. Notably, mines, improvised explosive devices, and explosive remnants of war were responsible for 9,797 civilian casualties, marking a worrisome increase from 6,766 in 2020. Children remain especially vulnerable, and attacks on schools and hospitals have increased to alarming levels. In armed conflicts, civilians continue to bear the brunt due to deliberate attacks, indiscriminate use of weapons, inappropriate selection of weapons, and failure by parties to the conflicts to protect civilians and civilian objects. Accordingly, security considerations must extend beyond the national security of sovereign states and encompass the vital need to protect their human populations. Since the end of the World War II, safeguarding civilians have been a central concern in disarmament efforts.

Human security involves physical security and protection from disruptions in the patterns of daily life, both of which are heavily impacted by armed conflict. As our understanding of security evolves, it is imperative that the objectives and terminology of disarmament progress accordingly. Human-centered disarmament aims to minimize human suffering in armed conflict and promote sustainable peace, security, and prosperity by protecting human rights and the values, needs, and opportunities of individuals and communities. Increasing human security involves investing in human development, not in arms. "There can be no sustainable development without peace and no peace without sustainable development" (United Nations, 2023). As such, by placing humans at the center, this approach complements traditional approaches to disarmament.

This paper examines the human rights that are most affected by armed conflict, after which it addresses the concept of human-centered disarmament, how human rights and disarmament are related, and how specific disarmament mechanisms address these human rights concerns. It then discusses how human-centered disarmament can help facilitate achievement of the Sustainable Development Goals.

CH APTER 2: A LEGAL ANALYSIS

TOMMERVIK– Guns, Abstract

Chapter 2 – An Analysis of Armed Conflict: A Human Rights Perspective

The 1948 Universal Declaration of Human Rights, acting as the core of international human rights, was further accompanied by legal instruments – conventions on general rights covering different areas, such as civil, political, economic, and social (ICRC, w.d.) – such as:
The International Covenant on Civil and Political Rights (ICCPR): to protect the main civil rights and freedoms of individuals from any violation or infringements by States;
The International Covenant on Economic, Social and Cultural Rights (ICESCR), which contends the rights that require states to take concrete measures to ensure the well-being of every individual.

2.1. Human Rights Implications during Armed Conflict

Under International humanitarian law, armed conflicts are classified into international and non-international conflicts. These conflicts, by their inherent nature, lead to serious infringements of human rights. Despite the universality and interdependency of human rights, some are more distinctly impacted. In its 1996 Advisory Opinion, the International Court of Justice asserted that humanitarian law principles and rules apply to "all forms of warfare and all kinds of weapons, those of the past, those of the present, and those of the future" (ICJ, 1996).

Although there is no formal classification for weapons used during armed conflict, they usually fall into several categories: weapons of mass destruction, small arms and light weapons, explosive devices, and autonomous weapons. This report primarily focuses on the human rights violations instigated by weapons of mass destruction, conventional weapons, and emerging technologies.

Lethal Autonomous Weapon Systems fundamentally challenge human dignity by allowing machines to "decide" to kill human beings (Parliamentary Assembly, 2022). Their use, targets, and objectives must comply with international humanitarian law and human rights law[3]. Such an autonomous weapon can be defined as any weapon that selects and applies force to a target without human intervention (ICRC, 2022). These weapons increase humanitarian risks, legal challenges as well as ethical concerns, particularly due to the difficulties in anticipating and limiting their effects. According to the Committee on Legal Affairs and Human Rights (2022), "from the viewpoint of international humanitarian law and human rights, regulations of the development and above all the use of Lethal Autonomous Weapon Systems is therefore indispensable. The crucial point is human control. Respect for the rules of international

[3] Discussions among member states are ongoing regarding disarmament and human rights implications of autonomous weapon systems.

humanitarian and human rights law can only be other actors of the international community" (Parliamentary Assembly, 2022).

Drawing on the Convention on Certain Conventional Weapons (1980), the Arms Trade Treaty (2014), the Explosive Weapons in Populated Areas (EWIPA) Political Declaration (2022), and the issue of Lethal Autonomous Weapons Systems – see Annex 1 for a description of the conventions – this report emphasizes that the use of these weapons during armed conflict particularly affect the following human rights:

Right to life (UDHR, Article 3):

International humanitarian law is ruled by the principle of distinction, which authorizes military attacks against members of conflict parties, but explicitly prohibits any attacks against civilians and incapacitated or detained combatants. Data retrieved from UNOCHA shows that in 2022, civilians made up 94% of the deaths and injuries caused using explosive weapons in populated areas (OCHA, 2023).

Right to an adequate standard of living (UDHR, Article 25):

Including food, housing, medical care, shelter, and necessary social services. The preamble of the EWIPA Political Declaration recognizes the devastating effects of the use of explosive weapons on civilians and civilian objects. Specific (in)direct effects include death, injuries and destructive consequences on basic services such as mental health and the environment (DFA, 2022).

Right to a clean environment (UN General Assembly Resolution A/76/L.75):

The right to a clean environment in situations of armed conflict originates from the Additional Protocol I of the 1949 Geneva Conventions. The first aspect is linked to the protection of civilians against the effects of hostilities (Art. 35:3), which extends to the safeguarding of civil goods. The second aspect (Art. 52-56) refers to the protection of the natural environment against extended damages caused by armed conflict. Globally, conflicts have contributed to pollution, deforestation, soil poisoning, and other environmental consequences that aggravate food and water security. In the last 60 years, about 40% of internal conflicts have been connected to the exploitation of natural resources (i.e., diamonds, gold, oil, water, among others) (UN Peacekeeping, 2023).

Right to freedom of movement (UDHR, Article 13):

Article 13 of the DHRL declares everyone's right to freedom of movement. Equivalent provisions exist in the Universal Declaration of Human Rights (1948) and the International Covenant on Civil and Political Rights (1966)[4].This right is not absolute and can be derogated (COE, 2022). During armed conflict, the right to freedom of movement is systematically violated and object of human rights abuses. For instance, landmines and explosions make movement dangerous and imply the destruction of infrastructure. In the context of armed conflict, the right to freedom of movement is routinely violated and subject to human rights abuses. For instance, landmines and explosions can render movement perilous and lead to infrastructure destruction.

Moreover, in the context of armed conflict, compliance with the right to freedom of movement is assessed under international humanitarian law (IHL), rather than international human rights law (Australian Government, 2023). This right is interconnected with other rights and freedoms, such as the rights and security outlined in Article 9 of the ICCPR, the right to participate in public life under Article 25 of the ICCPR, and the right to peaceful assembly under Article 21 of the ICCPR, amongst others. While this analysis identifies rights directly affected by the use of conventional weapons during armed conflict, it is fundamental to highlight other rights that may also be directly or indirectly impacted by warfare. These include the right to be entitled without any discrimination to the equal protection of the law, the right to freedom of thought and religion, the right to education, the right to be free from the arbitrary depravation of property, the right to freedom of discrimination (particularly gender equality (United Nations, 2000)[5], and the right to development (Declaration on the Right to Development, 1986).

2.2. Upholding Human Rights in Conflict: States' Obligations under International Law

International human rights law, rooted in the inherent dignity of all individuals and affirmed by international treaties and customary law, universally applies to all people solely by virtue of being human. In contrast, international humanitarian law has a narrower scope, limited to situations of armed conflict. Such scenarios are defined as "a resort to armed force between States or protracted armed violence between governmental authorities and organized armed groups, or between such groups within a State" (ICTY, 1999). States' obligations under the international human rights regime persist during armed conflict. This widely confirmed principle signifies that while international humanitarian law serves as a specialized law, or *lex specialis*, during armed conflicts, international human rights law continues to fill any voids as a general law, or *lex generalis*. This view has been supported by the Human Rights Committee. It asserted

[4] Art. 10 of the Convention on the Rights of the Child (CRC); article 18 of the Convention on the Rights of Persons with Disabilities (CRPD) ; Art. 5 of the Convention on the Elimination of All Forms of Racial Discrimination (CERD) ; Art. 15 of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

[5] Studies show that nowadays, women count for 90% of deaths caused by armed conflict.

that the International Covenant on Civil and Political Rights also applies in situations of armed conflict where the rules of international humanitarian law are pertinent. Although specific rules of international humanitarian law may be particularly relevant in interpreting certain Covenant rights, both domains of law complement each other and are not mutually exclusive (HRC, 2001).

The International Court of Justice (ICJ) confirmed this principle in its inaugural statement on the application of human rights during armed conflict. In its 1996 Advisory Opinion on the Legality of the Threat or Use of Nuclear Weapons, it stated: "The protection of the International Covenant on Civil and Political Rights does not cease in times of war, except by operation of Article 4 of the Covenant whereby certain provisions may be derogated from in a time of national emergency" (ICJ, 1996:1). This was later reiterated in the 2004 Advisory Opinion Concerning Legal Consequences of the Construction of a Wall in the Occupied Palestinian Territory, as:

"The Court considers that the protection offered by human rights conventions does not cease in case of armed conflict, save through the effect of provisions for derogation of the kind to be found in Article 4 of the International Covenant on Civil and Political Rights" (ICJ, 1996:2).

This general applicability, however, is subject to certain exceptions rooted both in the material scope of humanitarian law and the inherent nature of human rights law. The Court stance illuminates a potentially misunderstood aspect of the interplay between both legal regimes - international human rights law and international humanitarian law. A common misconception is to believe that humanitarian law supersedes human rights law, or that armed conflict somehow justifies human rights infringements under principles of necessity, proportionality, and precaution. However, from a theoretical standpoint, it might be more accurate to argue that actions permissible under humanitarian law are not considered violations of human rights to begin with. For example, the ICJ referred to the right to life, a fundamental human right heavily impacted during armed conflict. As per Article 6(1) of the International Covenant on Civil and Political Rights (ICCPR), "no one shall be arbitrarily deprived of his life." The term 'arbitrary' does not impose an absolute prohibition on the deprivation of life, but rather a prohibition on 'arbitrary' deprivation. In this context, the Court contemplated that humanitarian law, as *lex specialis*, establishes what constitutes an arbitrary deprivation of life, as it specifically regulates the conduct of hostilities. Therefore, the use of weapons designed to cause death does not necessarily constitute a violation of human rights per se, but rather an 'unarbitrary' deprivation of life that falls outside the purview of Article 6 of the ICCPR.

Beyond theoretical clarification, making this distinction serves to assert the complementary and non-contradictory relationship between the two legal regimes. It emphasizes that a human rights- and human-centered approach to disarmament do not compromise the integrity of humanitarian law or impose additional restrictions on the conduct of hostilities. Instead, it would bolster the prohibitions of humanitarian law while concurrently addressing its limitations in terms

of applicability. At a more fundamental level, reference can be made to Article 3 of the Articles on Responsibility of States for Internationally Wrongful Acts, which defines the characterization of an act as internationally wrongful as being "governed by international law" (International Law Commission, 2001), affirming it as a single unified system of law. Therefore, it would be illogical to assume that what is permissible under one segment of international law, such as humanitarian law, could simultaneously be prohibited by another – human rights law.

However, it is important to note that the application of human rights law during armed conflict is limited not only by the allowances within humanitarian law but also by the provisions of the human rights regime itself. Article 4 of the ICCPR, for instance, outlines the conditions in which certain rights may be temporarily suspended or restricted. It states that "in time of public emergency which threatens the life of the nation and the existence of which is officially proclaimed, the States Parties to the present Covenant may take measures derogating from their obligations under the present Covenant to the extent strictly required by the exigencies of the situation". Many states have invoked such a derogation under Article 4(3) of the ICCPR, citing a situation of public emergency, Ukraine's armed conflict being its recent example (UN, vol.999).

Nonetheless, Article 4(2) of the ICCPR maintains a list of non-derogable rights, including the right to life, freedom from torture, from imprisonment due to a contractual obligation, the right to a fair trial, recognition as a person before the law, and freedom of thought, conscience, and religion. The potential for a substantial portion of human rights law to be suspended during armed conflict could indeed have negative repercussions for the overall human rights landscape. However, this limitation might paradoxically fortify the protection of those rights that are non-derogable, or inalienable, even in times of war. When states consciously initiate derogation procedures, they acknowledge their limited capacities and commit to adhering to their human rights obligations. This action could incentivize them to uphold and respect those rights that remain non-derogable, serving as a beacon of human dignity amidst the turmoil of conflict.

An additional area of inapplicability of the human rights regime during armed conflict pertains to its inherent scope of application. Article 2.1 of the ICCPR stipulates, "each State Party to the present Covenant undertakes to respect and to ensure to all individuals within its territory and subject to its jurisdiction the rights recognized in the present Covenant." These elements define the scope of application of the human rights regime and are a direct consequence of its fundamental nature as obligations owed by a State, rather than to the international community as a whole. Consequently, there should be a significant connection between the State and the human rights situation of an individual, established most organically through the jurisdictional link of the State having direct or effective control over the individual.

While the International Court of Justice has acknowledged the existence of extraterritorial human rights obligations,[6] the scope of human rights application can be contested when individuals fall outside a State's territory and jurisdiction. Therefore, the functional dimension of extraterritorial human rights obligations and jurisdiction "derives from a State's (uniquely located) capacities to respect or protect human rights, including the right to life, of people over which they have some degree of control" (HRC, 2020). Consequently, if a state carries out, for instance, a targeted killing of an individual located outside its territory and controlled jurisdiction, it could constitute a violation of humanitarian law, which governs the conduct of parties in an armed conflict. However, accusing the offending state of an extraterritorial violation of the rights of individuals outside the scope of its commitment to the human rights regime could be more problematic. In conjunction with the overall argument of this paper, this conclusion further underscores the need for a holistic view of human rights and humanitarian law as complementary and mutually reinforcing systems. In the aforementioned example, humanitarian law prohibitions filled in the gaps in the application of the human rights regime.

Nevertheless, the interpretation of Article 2.1 of the ICCPR considers a state responsible "to respect and to ensure the rights under article 6 of all persons who are within its territory and all persons subject to its jurisdiction, that is, all persons over whose enjoyment of the right to life it exercises power or effective control" (HRC, 2019).[7] In the context of ongoing technological advancements, it's been argued that using a drone to target an individual anywhere, including at home, is "indeed the ultimate exercise of physical power and control over the individual who was shot and killed" (Royal Courts of Justice, 2015). Countering this argument would be antiquated, harkening back to a time when a state official's physical presence was necessary to exert control, particularly considering that targeted drone killings involve monitoring, tracking, surveillance, and a specific decision to kill a particular person – all facets of exercising power over that individual (Meltzer, 2008). Hence, as "the reach of a State's power expands, so too do its responsibilities" (HRC, 2020).

Yet, within the same example, the degree of control a State holds over a targeted individual becomes less clear with the potential introduction of advanced lethal autonomous weapon systems. On the one hand, these systems could enhance the state's monitoring, tracking, and surveillance capabilities, potentially contributing to control over the targeted individual.

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[6] Legal consequences of the construction of a wall in the Occupied Palestinian Territory; 2005 judgement in the Case concerning Armed Activities on the Territory of the Co ngo (Democratic Republic of the Congo v. Uganda); 2008 order indicating provisional measures in the Case concerning Application of the International Convention on the Elimination of All Forms of Racial Discrimination (Georgia v. Russian Federation)

[7] Human Rights Committee (2019), General Comment No. 36, para. 63; A/HRC41/36; A/HRC/38/44; A/74/318.

Conversely, it could be argued that if the state is not directly controlling the autonomous system, which is, in fact, self-controlling, the state may not be assumed to have control over the targeted individual. In the absence of a universally accepted threshold for required control, these systems could provide states with the opportunity to undertake extraterritorial actions unregulated by their human rights obligations. Thus, this paper echoes the call for the non-proliferation of such systems from a human rights perspective.

Nonetheless, the essence of article 2.1 ICCRP has been interpreted to consider a State responsible "to respect and to ensure the rights under article 6 of all persons who are within its territory and all persons subject to its jurisdiction, that is, all persons over whose enjoyment of the right to life it exercises power or effective control"[8]. However, in light of the still ongoing technological advancements, it has been argued that "using a drone to target an individual anywhere he or she may be, including at home, is indeed the ultimate exercise of physical power and control over the individual who was shot and killed" (Royal Courts of Justice, 2015). To argue otherwise is an anachronism when the physical presence of a State official was necessary to assert control, especially as targeted drone killing requires monitoring, tracking, surveillance, and a specific decision to kill a particular person – all exercises of power over that person (Meltzer, 2008). Therefore, as "the reach of a State's power expands, so too do its responsibilities" (HRC, 2020). Within the same example, however, the extent to which a state has control over the targeted individual remains unclear in light of the potential introduction of advanced lethal autonomous weapon systems. On one hand, these systems could naturally further enhance the monitoring, tracking, and surveillance capacity, as potential components for a State's control over the targeted individual. On the other hand, it might be argued that it was not the state that was in direct control over the autonomous system, which was rather under self-control, the state might not be assumed to be in control of the targeted individual. In the absence of a universally accepted threshold of required control, these might present states with an opportunity to undertake extraterritorial action unregulated by their human rights obligations. Hence, the present paper adds another voice in favour of the non-proliferation of such system from a human rights perspective.

Lastly, an inherent limitation to the applicability of the human rights regime is their definitions as obligations owed by a state. Afterall, it is States which ratify international conventions and contributed, even passively, to the development of customary international law. Hence, a violation of the international human rights can hardly be attributed to a non-state actor, which is not bound by international law in the first place. Nonetheless, this dilemma is exacerbated the still ongoing proliferation of non-state armed groups as major parties to an armed conflict. The actions of these non-state actors can still, indirectly, establish human rights violations on the

[8] Human Rights Committee, General Comment No. 36, para. 63; A/HRC41/36; A/HRC/38/44; A/74/318.

states. The actions of these non-state actors can still, establish human rights violations on the states if attributed to a State under the rules of attribution established under articles 5-11 of the Articles on state responsibility (International Law Commission, 2001). This is particular evident in the case of the State's effective control of the conduct of non-state actors, a threshold established by the International Court of Justice in the case of the Case Concerning Military and Paramilitary Activities in and Against Nicaragua (ICJ, 1986). Furthermore, it could be even argued that a State is required not only to observe its human rights obligations, but to positively prevent their violation within its territory and jurisdiction, established under article 2.3 of the ICCPR and the principle of due diligence.

Nonetheless, while non-state actors are theoretically not bound by international obligations to respect human rights, they can still be bound by the rules and regulations of the conduct of hostilities under humanitarian law. Afterall, humanitarian breaches can give rise to individual criminal responsibility, both at the national level (obligation to prosecute Geneva Conventions), but also, within certain gravity, on international level as war crimes, established by recent precedents from the ICTY, ICTR, and Rome Statute. This further reinforces the importance of complementarity between international human rights and humanitarian law in this section.

However, the potential emergence of a more holistic international principle might provide a more comprehensive approach to the obligations of both States and non-state actors, regardless of whether they are within or outside a state's territory and jurisdiction. In this regard, the concept of international solidarity as a human right is noteworthy. The Draft Declaration on the Right to International Solidarity defines international solidarity as "the expression of a spirit of unity among individuals, peoples, States, and international organizations, encompassing the union of interests, purposes, and actions and the recognition of different needs and rights to achieve common goals".[9] If adopted as a human right, the role of international solidarity in supporting the human rights regime would extend beyond states to include other stakeholders. It would transcend a state's confined territory and jurisdiction, as solidarity could be expressed through extraterritorial human rights obligations (HRC, 2022).

[9] Draft declaration on the right to international solidarity, Article 1(1).

CH APTER 3: HUMAN-CENTERED DISARMAMENT

Chapter 3 – Human-Centered Pathways to Peace and Security

3.1. The Relationship Between Human Rights and Disarmament

This section explores six prominent arguments that shed light on the complex relationship between disarmament and human rights; discussing divergent viewpoints and providing valuable insights into the difficulties and possibilities entwined with disarmament endeavors. This exploration serves as a means to gauge the perspectives of a broader range of States, creating an environment that nurtures progress in adopting disarmament treaties and cultivating stronger commitments to disarmament. While we strive for a clear and unambiguous connection between human rights and disarmament, the reality is more nuanced. However, it is important to note that there exists a positive correlation between these two domains, implying that an increase in one facilitates an increase in the other (Everts, 1981).

Disarmament as a condition of human rights:

According to this argument, disarmament is considered a necessary but insufficient condition for upholding and implementing human rights (Borrie & Randin, 2006). It is widely acknowledged that most States prioritize the protection and advancement of human rights. Advocates for this perspective argue that reducing international tensions through disarmament would enhance domestic freedom by nullifying the existing justification for suppressing civil liberties and political rights under the guise of national security (UNIDIR, 2004). They contend that the arms race and security doctrines pose significant threats to basic human rights, such as the right to life, and that reallocating resources from armament to fulfilling human rights needs is crucial. Additionally, disarmament can contribute to dismantling structures of dominance and imperialism, thereby addressing institutionalized human rights violations. In this vein, disarmament is a necessary stage to liberate the necessary funds to uphold and implement human rights. It is insufficient if it is inconsequential (Council of Europe Publishing, 2010).

Human rights as a condition for disarmament:

This argument posits that non-compliance with human rights undermines international peace and acts as a barrier to disarmament (Borrie & Randin, 2006). Advocates assert that respecting human rights is essential for achieving genuine détente and disarmament (Council of Europe Publishing, 2010). They argue that countries with poor human rights records must undergo internal transformations to create a conducive environment for disarmament (Clements, 2009). Furthermore, holding governments accountable for human rights violations and respecting the self-determination of nations are considered fundamental prerequisites for disarmament (Council of Europe Publishing, 2010).

Disarmament as an obstacle to human rights:

In contrast to the previous theory, this perspective suggests that disarmament depends on the realization of human rights but also recognizes the need for external pressure supported by armament (Clements, 2009). Supporters of this theory fear that prioritizing détente and arms control agreements may result in neglecting pressing human rights concerns (Wiener & Fernández Puyana, 2022). They contend that pressuring countries with poor human rights records to respect fundamental rights requires a position of strength, backed by sufficient armed forces (Frey, 1975). Premature disarmament could jeopardize the ability to exert such pressure and compromise the realization of human rights.

Armament as defense of human rights:

Proponents of this theory assert that armament is necessary to defend human rights when effective international mechanisms and procedures are unavailable. They argue that struggles against institutionalized human rights violations, such as colonialism and imperialism (OHCHR, n.d.), would be unlikely to succeed without sufficient power. In an anarchical international society where power dynamics and vital interests are unavoidable (DW, 2022), the threat of force is seen as essential for protecting human rights and freedoms (Everts, 1981).

Insistence on human rights as an obstacle to disarmament:

This theory suggests that excessive emphasis on human rights implementation, particularly from a Western perspective (Amnesty International, 2022), can hinder disarmament efforts.[10] Advocates argue that recognizing the status quo, refraining from interfering with what other parties deem unacceptable, and accepting established spheres of influence are necessary conditions for disarmament. Some proponents are willing to make compromises and prioritize international détente and stabilization of relations over immediate human rights concerns (Bae, 2022). Essentially, prioritizing *controlled* disarmament would create better opportunities for promoting human rights in the future, as long as there is sufficient consideration and respect for varying perspectives on human rights and an acceptance on the gradual adoption of certain standards (Milanović, 2014).

Détente/disarmament and human rights as a dialectical process:

[10] *See also*, Ritu Mathur, Human Rights as a New Standard of Civilization in Weapons Control? 42 Alternatives: Global, Local and Political 227 (2017) (emphasizes the need for caution when invoking human rights as a standard for weapons control, as it may contribute to a culture of alienation and formality.)

This theory acknowledges the interplay between international détente, disarmament, and human rights. It suggests that the relaxation of international tensions can have both positive and negative consequences for internal dynamics (Atwood et al., n.d.). Improvements in the international climate may result in progressive change, greater freedom, and improved human rights conditions. However, conservative leadership may resist these changes and attempt to impede progress through renewed repression and militarization (Everts, 1981). Addressing the deeply ingrained forces of militarism and socioeconomic interests is seen as a prerequisite for successful disarmament and the advancement of human rights.

3.2. Rethinking Security: prioritizing human needs

While global arms spending has reached a new record high (Sipri, 2023), more than 100 ongoing armed conflicts (International Committee of the Red Cross, 2022) prove that previous foreign policy and security strategies have not been effective enough in contributing to peace and security, but rather endanger national and international security and order through a narrowed definition of human security.

Current conventional security strategies neglect human needs and focus narrowly on a state-centric perspective on security. They are still based on militarization and military deterrence, which has led to a growing global arms race and fuels political hostility between nations. Such rigid security concepts lead to gaps in national as well as international security policy and neglect civilian needs. For their part, however, civilian needs must play a fundamental role in the efforts to achieve a peaceful and stable national and international order. This obligation arises from the commitment to binding human rights and in view of the growing global humanitarian crisis. Amplified by the growing climate crisis, the world is facing the largest movement of refugees since the Second World War (UNHCHR, 2023), mainly from countries where there is armed conflict, leaving one in 23 people in the world in need of humanitarian assistance (UNOCHA, 2022). Accordingly, efforts for peace and security have gained a special momentum, for which strengthened arms control, a gradual reduction of arms production and a strengthening of multilateral accountability are indispensable means.

A human-centered approach to disarmament is a promising strategy to broaden conventional and narrowed understandings of security policy, thereby preventing crises and responding when instability is imminent.

Disarmament and strengthened arms control lead to minimizing the direct effects of weapons use and the long-term risks to civilians from long-lived systems such as mines or cluster munitions. Emphasis must be placed on the elimination of indiscriminate weapon systems such as mines and explosive weapons, as these overwhelmingly affect civilians and leave their lives,

health, and livelihoods with long-term, irreversible damage. For many years after conflicts, landmines and cluster munitions continue to pose a danger of explosion, most often affecting children and vulnerable communities living in rural areas (MineMonitor, 2021). The proliferation of and investment in these weapons systems in most cases leads to further violent conflict and in the long term creates a breeding ground for extremism as trust in national governments diminishes.

Another focus must be small arms and light weapons. For it is precisely small arms and light weapons that are increasingly falling into the hands of violent organized groups that use violence against civilians, i.e., whom humanitarian law is supposed to protect. After all, firearms are the most widespread weapons in the world. The illicit proliferation of arms weakens trust in state institutions, fuel national conflicts and enables international terrorism. The financial and personnel costs to addressing armed violence is significant. Moreover, this also creates the possibility of foreign intervention through the financing of terrorist organisations, so that armament and inefficient arms control pose a growing threat to the territorial integrity of every state.

In order to address the future risks facing the global community in relation to uncontrollable weapons technologies, it is essential to involve civil society in security strategies, as they are at the heart of every nation. Through the participation of civil society organisations that have a direct impact on local communities and investment in education on disarmament, trust in national governments and institutions can be strengthened, thus guaranteeing long-term security for the whole international community.

3.3. Economic benefits of Conflict Prevention

The costs of taking action on handling a conflict are remarkably lower than the costs of not acting upon the conflict and allowing it to intensify. When it comes to civil war, the costs often reach amounts of around 50 billion US dollars (Hegre et. al., 2015). Even though conflict prevention might initially seem expensive, the costs for not handling a conflict are very likely to be higher than what a preventive action would have cost (Humphreys, 2003). Conflicts affect the economy in various ways, and for inaction or unsuccessful conflict prevention threatens to destroy important social functions. Infrastructure damage is common during conflicts, resulting in the destruction of bridges, energy infrastructure and buildings. Furthermore, there are indirect economic losses due to conflicts, which often manifest as a decrease in both public and private investments, impacting the state's economy (Humphreys, 2003).

These effects have also been found to persist for a long time, sometimes up to 10 years or more. In such cases, the effects have mainly been observed in trade, with an increase in private consumption and investments (Le et. al., 2022). In 2022, global military expenditure reached

its highest recorded number, 2240 billion US dollars, representing a 3,7 per cent increase compared to the previous year (Béraud-Sudreau et. al., 2023). It has been observed that conflicts lead to an increase in world military spending (Al Jazeera, 2023). Another finding is that countries with higher incomes experience lower effects from conflicts (Le et. al., 2022). Another finding is that conflicts rarely stay within conflicting party or parties' borders but spill over to other countries. This can be seen in migration for example which can lead to people having to live in shelters for long periods of time which can result in negative effects on the labour market and household economy (Le et. al., 2022).

3.4. Feminist Approaches to Disarmament

Human security and the protection of civilian populations lie at the heart of feminist approaches to disarmament (Federal Foreign Office, n.d.). Feminist perspectives bring attention to the disproportionate impact of militarism on women and marginalized communities and the specific vulnerabilities and injustices they face (OCHA, 2023). However, contemporary feminist approaches have evolved to encompass a broader spectrum of challenges beyond those exclusively pertaining to women's rights. They now actively advocate for environmental justice, LGBTIQ+ rights, and other identity movements, and are expressly committed to anti-racist, egalitarian principles and politics within their own movements and in on-the-ground collaborations (Mollyneux et al., 2021). Accordingly, integrating feminist perspectives into disarmament initiatives paves the way for more inclusive and effective solutions that prioritize the diverse needs and rights of all individuals (OCHA, 2023).

There is a synergistic relationship between arms control and disarmament on the one hand, and the Woman, Peace, and Security (WPS) agenda on the other (Myrttinen, 2020). Disarmament and arms control intersect with all four pillars of the WPS agenda – participation, protection, prevention, and relief and recovery (UNODA, n.d.). Integrating the two fields can bring benefits to both and can optimize efforts to improve human security and gender equality by structuring gender-responsive arms control measures and operationalizing the WPS agenda (Myrttinen, 2020).

3.5. Why disarmament should be human-centered: a social perspective

Human-centered disarmament prioritizes humans by recognizing their primary and current lives are primarily affected by armed conflict. A nation engaging in armament inevitably and indirectly sacrifices crucial pillars in its societal sphere. Health and longevity are affected by the loss of life, deprivation of food and medicine, reduced life expectancy (Mahmudi-Azer, 2006), and others. On the other side, armament changes the individual behaviour of citizens because it affects their perceived safety and trust in the governing bodies. The latter profoundly influences the social cohesion in a society.

Another dimension is the attitudes of national pride and strength awakened by military preparations for war and conflict. Armament and military capabilities namely create a natural hierarchy among states (Institute of International Relations Prague, n.d.). Nonetheless, within this hierarchy there are traditional superpowers which produce most of the advanced weaponry (Thee, 1981). The military expenditures of these powers influence the global economy by potentially attempting to control economic transactions that could have military applications. Further, the collective sense of pride based on the use of force and violence should be questioned as it contradicts long-term human wellbeing. It is contradictory to show pride for something that threatens the liberty and safety of a nation's citizens (Marullo, 1988).

Considering these arguments, we highlight the importance of civil society functioning as an educator and advocate in the quest for disarmament. Civil society stands close to the citizens and communities it represents based on the values of equality, participation, and representation. As such, it is in touch with these actors' local needs and desires (CSI Flanders, n.d.) and has therefore been recognized in Article 71 of the UN Charter since 1945. Nations should support civil society in educating citizens and in sharing their experiences during armed conflict. Thus, civil society can contribute to the decisions concerning national security, to ensure that humans are truly positioned at the center. This leads to disarmament that is human-centered, by being legitimate, effective and trust-building.

CH APTER 4: SUSTAINABLE DEVELOPMENT

Knauf– Guns are Chaos

Chapter 4 – Disarmament, Human Rights, and Sustainable Development

This chapter furthers the debate on disarmament by involving the Sustainable Development Goals (SDGs) whilst reflecting on the role of armed conflict and its implications for human rights, whilst arguing in favor of a human-centered disarmament approach. The first section relates the SDGs, first describing this initiative, to armed conflict and explains their applicability. Thereafter, elaborating on the previous chapters, which described how, and which human rights would be violated during conflict (and the legal implications), it explains the same consequences further by tying them to the SDGs whilst providing examples. Lastly, this chapter shortly states the benefits of human-centered disarmament, reflected upon in the previous chapter, towards attaining the Sustainable Development Goals.

4.1. Armed Conflict and the Sustainable Development Goals (SDGs)

As part of the 2030 Agenda for Sustainable Development, states articulated their intent to guarantee "peace and prosperity for people and the planet, now and into the future" United Nations, 2023). As such, 17 Sustainable Development Goals (SDG) were set up that together aim at tackling pressing issues concerning our world, which all should be regarded as intersecting, thus meaning, for example, that "ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests" (United Nations, 2023). These SDGs are the following:

(1) No Poverty; (2) Zero Hunger; (3) Good Health and Well-Being; (4) Quality Education; (5) Gender Equality; (6) Clean Water and Sanitation; (7) Affordable and Clean Energy; (8) Decent Work and Economic Growth; (9) Industry, Innovation and Infrastructure; (10) Reduced Inequalities; (11) Sustainable Cities and Communities; (12) Responsible Consumption and Production; (13) Climate Action; (14) Life below Water; (15) Life on Land; (16) Peace, Justice and Strong Institutions; (17) Partnerships for the Goals.

Furthermore, the United Nations states that "there can be no sustainable development without peace and no peace without sustainable development" (2023). Therefore, as these are mutually reinforcing, one could argue that focusing on achieving the above goals would prove sustainable for future generations. Reducing armed conflict, although a complex issue, thus remains one of our primary objectives and thus could be achieved through, as stated by the United Nations, accomplishing the 17 Sustainable Development Goals. These goals therefore point attention to the issue of armed conflict, how human rights violations relate to this, and how we could strive for more peace and security in our world by committing to the SDGs.

Additionally, as consciousness about the world we live in has grown, the SDGs now incorporate the environment as a major issue that our world is facing, as "environmental harm puts further obstacles in the path of sustainable development, having a negative impact on security, development, environmental and human well-being" (Conflict and Environment Observatory, 2016), and thus proves highly significant to reducing armed conflict, one instrument of which would be disarmament.

4.2. Disarmament and the SDGs

Conventional Weapons and Gender Equality:

The Convention on Certain Conventional Weapons (CCW) seeks to prohibit or restrict the use of certain conventional weapons which are considered excessively injurious or whose effects are indiscriminate. The Convention is fundamental in order to achieve the SDG 5: Achieve gender equality and empower all women and girls. This would work closely with the Security Council resolution 1325, the Women, Peace, and Security (WPS) agenda.

During conflicts, women and girls are not inherently vulnerable, but as a consequence of the inequalities in the different societies, they are often more exposed to violence (UNIDIR, 2021). Globally, 26 per cent of ever-partnered women aged 15 and older (641 million) have been subjected to physical and/or sexual violence by a husband or intimate partner at least once in their lifetime (United Nations, 2023). A small arm is used in approximately one third of all femicides (UNIDIR, 2020).

The violence that women experience affects a diversity for Human Rights including, but not limited to: the Freedom of Discrimination (Article 2), Right to Life, Liberty and Personal Security (Article 3), Freedom from Torture and Degrading Treatment (Article 5), Right to Equality before Law (Article 7) and the Right to Social Security (Article 22) (United Nations, 1948). With the CCW, women and girls would experience less physical and sexual violence, and a decreased possibility of being used as "bush wives", or even as strategies and/or tactics during conflict would decrease (UNIDIR, 2023). On the other hand, the domestic physical and sexual violence that girls and women experience, will surely decrease because the arms will not continue to be that accessible as they currently are. In countries with the highest rates of femicide, more than half of these killings are perpetrated with small arms (UNIDIR, 2020). The CCW would reduce the femicides in countries where arms are being used to commit or facilitate serious acts of gender-based violence or violence against women and children (UNIDIR, 2021).

Therefore, the CCW would thus support the implementation of SDG 5, by ending all forms of discrimination and violence against women and girls, and empowering women and girls. The CCW would intrinsically support the implementation of other SDGs, (not limited to) as: SDG 3:

Good Health and Well-being, SDG 10: Reduced Inequalities and SDG 16: Peace, Justice, and Strong Institutions. The achievements of these SDGs will protect and promote the Human Rights.

Arms Trade and Economic Growth:

The Arms Trade Treaty (ATT) recognized as an international treaty, aims to regulate the global trade in conventional weapons (UNGA 2013). It was adopted by the United Nations General Assembly on 2 April 2013, and entered into force on 24 December 2014 (UN ATT 2013). The illegal use and trade of arms have a detrimental impact on our economy and contribute to social unrest in our societies. These challenges also have significant implications for human rights, as they violate fundamental rights such as the right to life, security, health, education, and freedom (UNHRUD). Disarmament through The Arms Trade Treaty (ATT) can play a role in promoting economic growth in several ways.

By redirecting resources; high military expenditures and the arms trade (UNGA2013, ATT) can divert significant resources away from social and economic development. By reducing military spending (SIPRI 2021) and reallocating those resources towards productive sectors such as education, healthcare, infrastructure, and job creation, countries can foster economic growth and improve overall well-being of their populations. Enhancing stability through Arms proliferation and conflicts can undermine economic stability and deter foreign investment (UNODA 2021). Implementing the ATT and pursuing disarmament measures (Kollias & Tsigas, 2001) thus contributes to regional and global stability, reducing the risks of armed conflicts and providing a conducive environment for economic activities. This stable and peaceful environment would promote investor confidence, trade, and economic cooperation (Defense and Peace Economics).

Human Capital Development promotes the diversion of resources from military spending to social sectors, such as education (UNESCO, 2015) and healthcare, which contribute to human capital development. A well-educated and healthy population is crucial for economic growth as it enhances productivity, innovation, and entrepreneurship. Disarmament efforts can free up funds to invest in education (Berman, Callen & Long, 2015) and healthcare systems, improving the skills and productivity of the workforce. Sustainable Development (UNDP, 2021) through disarmament and reduction of military activities can have positive environmental implications. Military operations often have significant environmental impacts, such as land degradation, pollution, and resource depletion. By promoting disarmament countries can redirect their efforts towards environmental conservation, sustainable resource management, and clean technologies, fostering green and sustainable economic growth (Brauer & Dunne, 2017).

Confidence Building and Regional Cooperation in the context of Arms control measures, including the ATT, can help build confidence among nations and foster regional cooperation. By reducing the proliferation of weapons and promoting trust, countries can work together to address common challenges and pursue economic cooperation (UN SDGs). Regional stability and cooperation are crucial for trade, investment, and regional integration, which can drive economic growth (SIPRI, 2021).

It's important to note that the impact of disarmament on economic growth is context-dependent and varies from country to country. Disarmament efforts need to be balanced with national security considerations and undertaken in a phased and carefully planned manner to ensure the maintenance of peace and stability. Additionally, economic growth should be pursued alongside social development, poverty reduction, and environmental sustainability to ensure inclusive and sustainable outcomes for all.

The treaty seeks to prevent the illicit trade in arms and to promote responsible arms transfers by establishing common standards and requirements for the international transfer of conventional weapons. The Arms Trade Treaty sets out a range of obligations and standards for states regarding the transfer of conventional weapons, including small arms, light weapons, and ammunition. It requires states to assess the potential risks associated with arms transfers, including the risk of human rights violations and violations of international humanitarian law. It also calls for states to prevent the diversion of arms to unauthorized or illicit end-users and to consider whether exported arms might be used in the commission of gender-based violence.

Lethal Autonomous Weapons and Sustainable Cities:

Technological advancements have led to the development of the Lethal Autonomous Weapons Systems (LAWS). Semi-autonomous weaponry, such as remotely piloted drones or sensor-fused submunitions, that operate without human control after launching to hit the target matching their pre-defined profile, is already being employed in several countries (Eklund, 2020, p.29). While these systems currently require human supervision, further development could result in fully unmanned weapons that identify, select, track, and apply force to targets autonomously (CCW/GGE.1/2023/CRP.2, p.3). These systems pose a threat to achieving the Sustainable Development Goals (SDGs), particularly SDG 11, aiming to create inclusive, safe, resilient, and sustainable cities, and SDG 16, promoting peaceful and inclusive societies and access to justice.

LAWS raise concerns about compliance with IHL and human rights. While there are arguments suggesting that precise computing capabilities could make warfare more "humane", these systems can adapt to complex and unexpected situations in unpredictable ways (Christie et. al., 2023; Hua, 2020, p.127-128). Subsequently, they may target civilian infrastructure, violating the right to own property defined in Art. 17 of the Universal Declaration of Human

Rights. Moreover, without human decision-making, these machines may struggle to distinguish between military and civilian objects, combatants and persons who are not, or are no longer participating in the hostilities. To illustrate, LAWS programmed to target military vehicles may mistakenly identify a vehicle carrying civilians as a military target. This violates the principle of distinction and affects the right to life, liberty and security of person defined in Art. 3 of the UDHR.

Outsourcing responsibility for the use of force and life-and-death decisions to machines raises ethical concerns (Davison, 2017: 9), undermines the principle of accountability for attacks and erases the moral agency from the conflicts. The lack of human involvement can also lower the threshold for initiating wars (Asaro, 2012, p.692), undermining the principles of proportionality and precautions in warfare. Further escalation of conflicts increases human suffering and infringes upon the right to be free from torture or cruel, inhuman, or degrading treatment or punishment (Art. 5 of the Universal Declaration). The risks posed hinder the creation of inclusive, safe, resilient, and sustainable cities and human settlements (SDG 11). Indiscriminate attacks in populated areas threaten safety in cities and cause injury, death, economic losses, destruction of infrastructure, and damage to cultural and natural heritage (target 11.4). Importantly, these consequences disproportionally affect the poor and people in vulnerable situations (11.5). LAWS and their potential lowering of the conflict threshold impede progress towards peaceful/inclusive societies for sustainable development (SDG 16). Increased violence may contribute to higher death rates (16.1) and affect efforts to end violence against children (16.2) due to the nature of attacks.

LAWS impact other SDGs with their effects on issues such as poverty (SDG 1), education (SDG 4), gender equality (SDG 5), health (SDG 3), and sustainable economic growth (SDG 8). The Group of Governmental Experts has been negotiating new protocols in LAWS to strengthen the Convention on Certain Conventional Weapons, emphasizing compliance with IHL and the retention of human responsibility (CCW/MSP/2019/9-Annex III). Organizations like the ICRC call for a ban that could redirect development efforts toward ethical conduct in armed conflict (Asaro, 2012, p.709). It is essential to address the risks posed by LAWS, prohibit weapons that are unpredictable and target human beings, and implement regulations to ensure that the development of new weapons does not pose a threat to human life, civilians, and their surroundings. Thus, disarmament, for example through the prohibition of LAWS, could uphold the principles of international humanitarian law, protect, and promote human rights, and contribute to the attainment of the SDGs, fostering a world that is equitable, peaceful, and sustainable for generations to come.

Explosives in Populated Areas and Good Health and Well-Being:

The use of explosive weapons such as missiles, large bombs and mines in populated areas is known to have catastrophic effects on civilians and civilian infrastructure. This is due to the

weapons' inability to discriminate between civilians and combatants, and its wide area effect. As such these weapons directly impact our ability to attain the Sustainable Development Goal (SDG 3) of 'Good Health and Well-Being' which aims to achieve universal health coverage and provide access to safe and effective medicines and vaccines for all (Joint SDG Fund, 2023).

Explosive weapons used in populated areas are a major cause of civilian death and injury (ICRC, 2016). Injuries sustained by civilians include traumatic brain injury, loss of sight, loss of limbs, and severe burns (Reaching Critical Will, 2023). These life-changing injuries can have long-term impacts on the quality of life for these civilians and prevent them from functioning in society. Additionally, some regions have reported an increase in the incidence of infectious diseases such as measles, tuberculosis and respiratory infections as vaccine uptake is often halted during the conflict (Garry & Checchi, 2020). As a result of armed conflicts, civilian objects, and infrastructures such as hospitals and sanitation systems have been destroyed thus leading to a collapse of the healthcare system and an increase in morbidity. This is a clear violation of medical neutrality and oftentimes, civilians are left with the option of having to risk their lives and travel long distances to access health care services.

In times of conflict, the loss of human rights may present as a lack of access to healthcare services, secured living and a source of livelihood (Pavlova et. al., 2022), which is inconsistent with Article 25 of the Universal Declaration of Human Rights. Thus, explosive weapons pose a threat to ensuring that civilians have access to adequate healthcare.

The EWIPA political declaration is crucial to attaining the Sustainable Development Goal (SDG 3) of 'Good Health and Well-Being'. Whilst the treaty does not prohibit the use of explosive weapons, it outlines that any use of such weapons should comply with international humanitarian law (Govt. of Ireland, 2022). This would ensure that medical equipment and important infrastructures such as hospitals are protected, allowing for continuity of care during armed conflict.

In addition to health, other SDGs such as SDG 1 'no poverty', SDG 8 'decent work & economic growth', and SDG 16 'peace, justice and strong institutions' can be achieved by following the guidelines of the treaty. These SDGs intersect with SDG 3 as they are directly impacted by armed conflict and can also impact good health and well-being. Therefore, it is imperative that the EWIPA political declaration be upheld by member states to improve global health outcomes for all affected by armed conflict, thus meaning that increased disarmament would prove significant in achieving a sustainable future, in particularly also by committing to good health and well-being.

Weapons of Mass Destruction (WMD) and the Environment:

By referring to climate change as a 'weapon of mass destruction' (Dupont, 2008), Sir John Houghton, once chief climate-change adviser under UK prime minister Tony Blair, reiterated what scholars have long stated: biological, chemical, and nuclear weapons pose a great threat to our climate and may cause environmental issues (Nagan & Otvos, 2009; Perera & Nadeau, 2022), most notably "catastrophic destruction of lives and cities, and … ecological collapse and famine of unprecedented proportions" (GCF, 2023).

As such, one can note WMD's linkages to the SDGs 13 (climate action), 14 (life below water) and 15 (life on land). Together, these SDGs are aimed at combating climate change and environmental loss by combating sea-level rise, ocean warming, manage (plastic) pollution, manage (sustainably) terrestrial ecosystems, forests, draught, and desertification, decrease CO2 emissions, and limit biodiversity loss and prevalence of disasters (United Nations, 2023).

Westing (1981) and ICAN (2017) report that nuclear weapons' effects on humans range from loss of life to sustained injuries due to the extreme (heat) blast, a lack of oxygen, and carbon monoxide poisoning, therefore directly affecting one's right to life, a sustainable standard of living, and adequate health well-being per described in the Universal Declaration for Human Rights (UDHR) under Art. 3 and 25. Simultaneously, it coalesces with multiple SDGs, as it prevents us from reaching 'no poverty' (1), 'zero hunger' (2), 'good health and well-being' (3), 'quality education' (4), 'peace, justice and strong institutions' (16), etc., through its direct, devastating effects on our environment.

Environmentally speaking, nuclear weapons would vaporize everything close to ground zero through its thermal blast, whilst long-term effects would constitute the contamination of the environment by radiation, climate disruption, and exacerbated effects of global warming, directly affecting our geosphere, atmosphere, and biosphere (Westing, 1981; ICAN, 2017). Therefore, disarmament through treaties such as the Convention on Nuclear Safety and the Treaty on the Prohibition of Nuclear Weapons, although not ratified by all states, greatly reduce the threats these weapons pose to our environment, reaffirm our obligations to human rights and underline our commitment to the Sustainable Development Goals.

Biological and chemical weapons – the former usually encompassing viruses or toxic substances produced by living organisms that are developed to, through infection, cause loss of lives and environmental catastrophes through disease outbreaks and devastating economic loss (WHO, 2023) – with the latter being hazardous toxic chemicals, like mustard, chlorine, and sarin gas, weaponized to cause intentional death, usually in large numbers (OPCW, 2023), and similarly impact the environment by contaminating plants and water sources, eradicating livestock and causing agricultural loss (Doran, 2015). Therefore, meteorological, physiological, epidemiological, and ecological factors intersect as biological diseases and chemical toxins are released (UIA, 2020).

Herewith, in our obligation to future generations, disarmament of such weapons could, and already does, through the Biological/Chemical Weapons Conventions, whilst proving our commitment to the SDGs, most notably on 'peace and justice' (16), as further illustrated through an example of the lived experience of a person affected:

SDGs intersect and explain the complexity of the consequences of biological and chemical attacks, such as 'no poverty' (1), 'zero hunger' (2), 'good health' (3), 'education', 'economic growth' (8), and 'sustainable cities' (11). Environmentally, these weapons, although currently largely unused by states, remain a great threat to the environment and its disarmament would improve our ability to address global issues and underline our commitment to the SDGs, such as those on 'clean water' (6), 'climate action' (13), 'life below water' (14), and 'life on land' (15). And this threat remains lively, as similarly expressed by experts: new technologies and "advances in biology could empower individuals to formulate pathogens" and, thus, could result in increased uncertainty about the use of WMD by states (Miller, 2022).

4.3. Sustainable Human-Centered Disarmament

Therefore, building on from previous chapters, we note – since this chapter has shown that these issues particularly consider humans, that human-centered disarmament, i.e., by including civil society (for example locals, businesses, non-governmental organisations, associations, unions, and minority groups) as an educator and advocate proves to be the most sustainable path forward.

Accomplishing the 17 Sustainable Development Goals (SDGs) only becomes possible if we include civil society in our efforts to reduce armed conflict as a 'perpetrator' of injustice and human rights violations in a globalized world, and as the instigator of other socio-economic, cultural, and geopolitical issues. Human-centered disarmament thus would enhance our capability to address such issues, whether it be poverty (SDG 1), hunger (SDG 2), health (SDG 3), lack of education (SDG 4), Gender (SDG 5), environmental (SDGs 6, 7, 13, 14, and 15), economic (SDG 8), infrastructure and inequalities (SDG 11), and peace, justice, and political stability (SDG 16).

As the previous sections have shown, achieving the SDGs would thus address the aforementioned issues in armed conflict, in line with international humanitarian and human rights law, as these are interlinked. Because yes, addressing human rights issues, evolving from armed conflict and the prevalence of arms, through the SDGs is in line with our commitment to a better world; "we are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet" (Lichterman, 2015, p.2; OHCHR, 2023).

APTER 5: CONCLUSION

MOO– Ending Gun Violence

Chapter 5 – Conclusion and Recommendations

Based on current international law, this paper examined emerging approaches to disarmament with the goal of promoting global peace, security, and the achievement of the Sustainable Development Goals (SDG's). It addressed the severe impacts of warfare on human rights and their implications for implementing a new approach to disarmament. Drawing on binding norms and conventions that regulate the use of arms during armed conflict, states' and non-state actors' obligations under international human rights law were underscored.

At the core of the amplification of approaches to disarmament and strengthened arms control is the concept of human-centered disarmament. This concept aims to vigorously control arms flows according to existing international legal laws and documents, gradually disarm, and prioritize civilian needs in the implementation of future security and foreign policy strategies to prevent human suffering caused using weapons and to strengthen global peace. By emphasizing human rights as a guiding principle, disarmament processes can contribute to strengthening multilateralism and the rule of law at the global level, ultimately benefiting human rights for all. Thus, a human-centered approach to disarmament helps protect human rights, fosters peace and stability, reallocates resources, strengthens human security, and promotes dialogue and diplomacy. These combined efforts create an environment that supports the holistic development and well-being of individuals and communities.

Disarmament plays a crucial role in promoting human rights, upholding international humanitarian law, and contributing to the achievement of the Sustainable Development Goals (SDGs). By reducing the proliferation and use of conventional weapons, as well as addressing emerging challenges such as lethal autonomous weapons systems, explosive weapons in populated areas, and weapons of mass destruction, states can create a more equitable, peaceful, and sustainable world. Disarmament efforts are essential to protect civilians from the devastating impacts of armed conflict, ensure gender equality, promote good health and well-being, safeguard the environment, and foster economic growth. By ratifying and implementing international disarmament treaties, states can establish common standards and obligations for responsible arms transfer and trade. In order to achieve a human-centered approach to disarmament, the following recommendations on action should be taken into account:

<u>Recommendations:</u>

(1) Place the universal values of human rights, along with the pursuit of sustainable peace and security at the heart of disarmament processes, and champion the integration of human rights in the formulation and enforcement of disarmament policy.

(2) Recognize the persistence of human rights obligations during armed conflict and advocated for the integration of the international human rights law in the regulations of hostilities.

(3) Implement international disarmament agreements. Disarmament and reduction of the proliferation of weapons will promote trust and allow reallocating of resources to productive sectors such as development, education, healthcare, infrastructure, and job creation.

(4) Work towards the adoption of a legally binding instrument that prohibits lethal autonomous weapons that operate without human control and regulates other weapons with autonomous capabilities. The use and development of LAWS arouses increasing concern worldwide.

(5) Integrate the right to a healthy environment into the binding human rights instruments and strive to facilitate a disarmament process centered around the protection of the environment. In doing so, promote the prohibition of arms with particular damages to the environment.

(6) Guarantee that disarmament processes enable people to maintain adequate standard of living and the well-being of current and future generations.

(7) In disarmament debates, include the commitment to achieve SDGs, as they are exemplary of our current global issues, and as they consider human rights violations, promote a framework that coexists with human rights issues and the guiding principles and humanitarian/human rights laws. SDGs can be used as an interconnected tool for human-centered disarmament, guiding for the future world that is equitable, peaceful, and sustainable for generations to come.

(8) States should provide technical assistance and funding for disarmament initiatives by civil society so that they are positioned at the center of national security strategies. Furthermore, the inclusion of civil society and individual voices in disarmament decision-making processes should be actively promoted and amplified.

(9) Establish robust mechanisms for addressing non-compliance or breaches of disarmament obligations, ensuring accountability, and maintaining the integrity of the disarmament regime.

(10) Make inclusive partnerships with multiple actors (UN agencies, international and regional organizations, civil society, private sector, etc.) working on disarmament issues and guarantee the use of a human rights-based approach to peacebuilding that promoted the achievement of the SDGs. Collaboration should include youth and women and all those disproportionately affected by armed conflict.

(11) Ensure that disarmament processes contribute to reconciliation and reintegration of former combatants and victims within communities. In this sense, disarmament processes should not

be limited to quick gains through the mere removal of arms but should also include psychological follow-up and capacity-building initiatives for those affected by armed conflicts to guarantee, as expressed by the Secretary-General's Disarmament Agenda, a "disarmament that saves lives".

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"Forging a Just Transition: Towards Green Jobs and Rights-Based Futures"

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TABLE OF CONTENTS

Introduction 171
1. Socio-Economic Dimension 172
1.1. Demographic Indicators
1.1.1. Poland
1.1.2. Kazakhstan
1.1.3. Discussion
1.2. Macroeconomic Indicators
1.2.1. Poland
1.2.2. Kazakhstan
1.2.3. Discussion
1.3. Employment Indicators
1.3.1. Poland
1.3.2. Kazakhstan
1.4. Cultural Indicators
1.4 1. Poland 15
1.4.2. Kazakhstan
2. Geographical Dimension 183
2.1. Indicators
2.2. Case Study
2.2.1. Poland
2.2.2. Kazakhstan
3. Political Dimension 188
3.1. Indicators
3.2. Case Study
3.2.1. Poland
3.2.2. Kazakhstan
3.2.3. Discussion
4. Technical Dimension 195
4.1. Indicators
4.2. Case Study
4.2.1. Poland
4.2.2. Kazakhstan
Conclusion 203
References 205
Annexes 209

Introduction

Amidst the global challenges posed by the triple planetary crisis, there is growing recognition among policymakers, world leaders, and stakeholders of the need to address the transition to renewable energy in a manner that is fair and equitable. It is widely acknowledged that every nation will undergo this transition, and it is imperative that it be done with fairness in mind. Our team was tasked with identifying key factors and indicators that determine a country's readiness for a just energy transition within the coal mining industry.

Methodology. Through our comprehensive analysis, we have identified key factors to be considered, including socio-economic, political (including regulatory factors), geographical, and technical in nature. These indicators enable us to assess a country's readiness for just transition away from coal mining.

Case selection. In order to put these factors to the test, we have conducted an in-depth analysis focusing on Poland and Kazakhstan as case studies. These case studies hold relevance to the United Nations Economic Commission for Europe (UNECE), as both countries are its Member States. Poland stands as a historically prominent example of a coal-reliant economy within the UNECE's regional mandate, while Kazakhstan plays a crucial role in the Central Asian region, with the potential to influence neighboring countries. Poland has been descaling its coal mining industry for decades, and as a European Union Member State it has access to EU funding opportunities and is influenced by EU policy. Kazakhstan, on the other hand, has a robust fossil fuel industry and a steady coal mining industry. Both countries are at different stages of transitioning their coal mining industries. Thus, by examining how these factors manifest in the specific case studies, our aim is to gain valuable insights into the challenges and opportunities associated with achieving a just energy transition in these unique contexts.

Expected Outcome. The work we have been assigned to do is of crucial importance because its results are expected to help with establishing indicators allowing for assessing the readiness of a country to transition to a low and zero-carbon future in a just and sustainable manner. It aims to offer a set of criteria that would enable spotting the gaps and thus also making necessary policy adjustments. The identified factors should offer a clear picture of the current situation in each given state, which, in turn, would provide a basis for developing tailored recommendations on targeted actions, as well as short- and long-term transition strategies.

Socio-Economic Dimension

Timing and speed at which the change is happening. We argue that transition takes a considerable amount of time, and all stakeholders (workers, businesses, and communities) are to be mapped in the system in order to identify the level of influence of each and how best to prepare them as early as possible. Also, the timing and speed of transition are well subject to political economy dynamics. Therefore, socioeconomic analysis enables policymakers to develop targeted policies that address the specific needs of different groups, foster inclusive economic growth, and promote social cohesion throughout the transition process. This section includes demographic indicators, macroeconomic indicators, employment data, and cultural factors.

2.1 Demographic Indicators

Demographic indicators provide valuable insights into the population's composition, size, age structure, and migration patterns. Understanding these factors is essential for assessing the potential impact of the just transition on different demographic groups and identifying specific needs and challenges they may face during the transition process. Among the indicators to consider are:

- *Age distribution*: The age distribution of the population is a crucial factor to consider in the "Just Transition" process. If the population is relatively young, there is a higher chance for the youth to be trained in new skills, such as environmental management and technical skills for the renewable energy sector. Moreover, if the population is relatively old and nearing retirement, it creates opportunities for the younger generation to step in and replace the retiring workforce soon. However, if the majority of the workforce is in the middle of their careers, they may be less flexible in adapting to a new industry and too young to retire soon, which can pose challenges for systemic change. Thus, analyzing the age distribution helps identify the workforce's adaptability and potential for transitioning to new industries and technologies during the just transition.
- The *growth rate* is another important indicator to consider since it illustrates the growth or decline of the workforce.
- *Net migration* is the last demographic indicator that we consider important for just transition because it presents the difference between immigrants and emigrants, and it can also showcase underlying political implications as well.

Poland

Poland’s population is 38.1 million people. The country has a declining population growth rate at 0.1per cent in 2010 and at -0.4per cent in 2022 (World Bank, 2022). The population is middle aged, with 41.7 being the average age, and 10.3per cent of the population being below 20 years old. The gender breakdown is close to even, with 51.6per cent of the population being female. The average life expectancy in 2021 is 76 years old, which is decreased from 78 in 2019, likely due to the COVID-19 pandemic (World Bank, 2022). The net migration rate of 2021 was -2,968

which means a few more people were leaving the country more than entering it (World Bank, 2022). In 2017, data the average household size stood at 2.8 (United Nations, 2017).

Kazakhstan

Kazakhstan's population is 19.2 million people, with a slightly declining population growth rate from 1.4per cent in 2010 down to 1.1per cent in 2022 (World Bank, 2022). Kazakhstan has a younger population with the average age being 30.7 years old (World-o-Meter, 2023) and 19.1per cent of the population being under 20 years old. The gender breakdown is close to even, with 51.9per cent of the population being female (Population Pyramid, 2023). The average life expectancy in 2021 is 70 years old, which decreased from 73 in 2019, likely due to the COVID-19 pandemic (World Bank, 2023). The net migration rate in 2021 was -18,917 which means more people were leaving the country than entering it as immigrants (World Bank, 2023). In 2017. data the average household size was 3.5 (World Bank, 2023).

Discussion

Kazakhstan has a younger population than Poland, with a slightly increasing population of 1.1per cent (around 19,200 births - 18,917 net migration rate = 283 population increase). Poland is worse off, with a population growth rate of -0.4per cent (so -381,000 + -2,968 = -383,968 population decline in 2021).

In Poland, the employment in the coal industry was at around 88,000 in 2020, from 400,000 miners in 1990 (Aleksander er al. 2014). In Kazakhstan, it was around 23,000 people in 2020, and has been at steady employment numbers since an increase in 2012 (Howie et al. 2022). Considering the declining or barely growing population rates of these two countries, it can be expected that the overall employment sector of each country will face staffing crisis in the coming decades, particularly Poland with an aging population. For both cases, youth engagement programs will be important to recruit into the renewable energy sector, and skills-based training is imperative.

The importance of developing a skilled workforce and finding funding opportunities is further backed up by the 2022 European Investment Bank Municipality Survey. In the survey, 60 per cent of European Union municipalities consider their investments in climate mitigation and adaptation infrastructure in the last three years to be insufficient. There's a severe lack of experts with environmental and climate assessment skills (69 per cent of municipalities reported) and 80 per cent reported that they lacked funding, with the length of regulatory processes and uncertainty about said regulations being a major blockage for local investment programs (European Investment Bank 2023).

1.2 Macroeconomic Indicators

Macroeconomic indicators such as GDP, inflation, and income distribution help evaluate the overall economic performance and well-being of the country. They provide a basis for assessing the potential economic implications of the just transition, including the costs and benefits

associated with transitioning to green jobs and sustainable industries. Analyzing these indicators helps policymakers understand the macroeconomic context and make informed decisions about resource allocation and economic policies during the transition.

- *Commodity market prices* - introducing market strategies that stabilize the market. Uncertainty around commodity prices makes it difficult for communities to transition because prices affect both willingness and capacity to diversify toward other industries.
- *Private investment attractiveness* (foreign direct investment) - attracting private investment could boost the economic diversification and provide alternative for jobs however, we argue that this requires collaboration between stakeholders, throughout the value chain as well as significant local and regional institutional capacity, including for repurposing of the mining lands and assets.
- *Composition of the GDP*: Analyzing the composition of the GDP provides insights into the sectors that contribute significantly to the economy. It helps identify sectors that require transformation during the just transition. For example, if a country's GDP heavily relies on fossil fuel extraction or energy-intensive industries, transitioning to cleaner and more sustainable sectors becomes crucial for a successful just transition.
- *GDP per capita growth*: GDP per capita is important to ensure that economic benefits are equitably distributed during the transition. It helps assess whether the just transition is fostering inclusive growth and improving living standards for all segments of the population. Addressing disparities and promoting social equity are central aspects of a just transition.

Poland

Poland is an industrialized, diversified economy[11] that experienced a decade of strong economic growth, prior to the pandemic. From 2012 to 2019, Poland's gross domestic product (GDP) increased by 37 per cent[12] and its economic growth rate per capita was 4.5 per cent in 2019 significantly higher than the European Union (EU) average of 1.7 per cent. Moreover, Poland has a stable economy according to the European Union Commission (2023). Polish economy is strong, supported by an expansionary fiscal stance, a favorable situation in the labor market and the large inflow of displaced persons from Ukraine. However, the economic growth has weakened partly due to elevated inflation (11.7 per cent) and tighter financing conditions, despite these challenges, the easing of supply bottlenecks and a substantial inflow of foreign direct investment (FDI) are predicted to bolster export growth[13] .

Nonetheless, Poland's public finances face pressures, with the general government deficit projected to rise from 3.7 per cent of the GDP in 2022 to 5.0 per cent in 2023. This trend is chiefly attributed to energy support measure costs, pension indexation, and increased expenditure on healthcare, defense, and farmer aids. The deficit is expected to stand at 3.7 per

[11] See annex 01 and 02 to oversee the GDP structure and the principal export products.

[12] See annex 03 for more detail

[13] European Commission (2023)." Economic Forecast to Poland". https://economy-finance.ec.europa.eu/economic-surveillance-eu-economies/poland/economic-forecast-poland_en

cent of GDP in 2024, causing the public debt ratio to reach 53 per cent of GDP by 2024 (OECD, 2023; European Commission, 2023)[14].

Regarding the energy market, OECD (2023) mentions that Poland's electricity market is largely liberalized, allowing consumer choice of suppliers, although regulated prices are prevalent for household consumers. The retail market has low switching rates, and ownership of generation and electricity sales is concentrated among state-controlled energy companies. Efforts are being made to strengthen consumer rights through proposed amendments to energy and renewable energy laws. The natural gas market is still undergoing liberalization, with limited competition and a dominant state-owned company. Poland's crude oil and oil products markets are fully liberalized, but market concentration and limited competition persist. The coal sector is also dominated by state-owned companies.

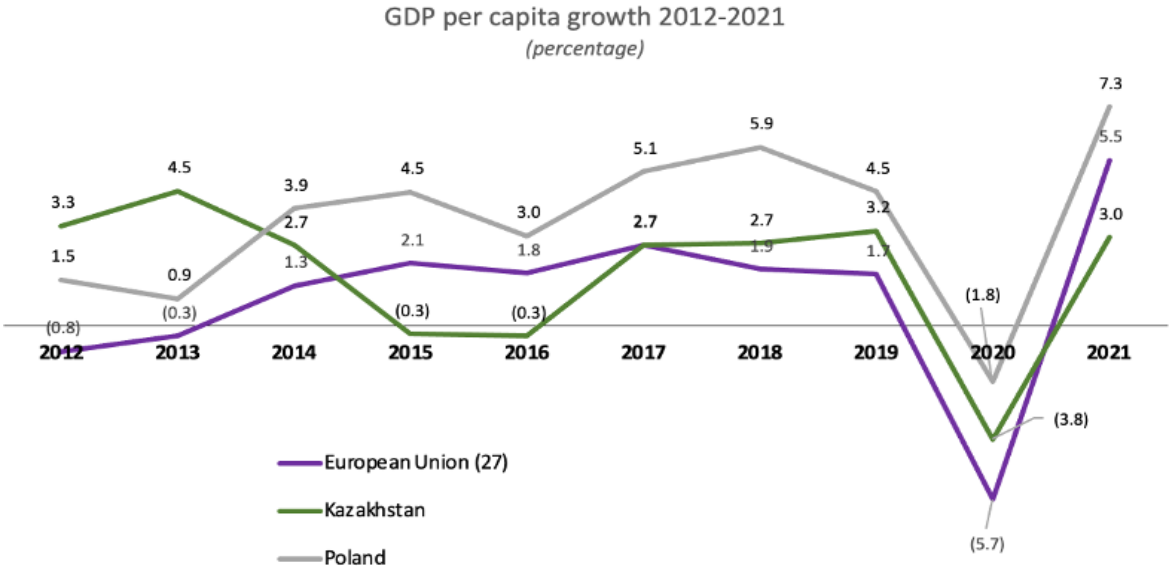


Figure 1. Source: World Bank (2023).

Kazakhstan

Meanwhile, Kazakhstan, as Central Asia's largest economy, boasts significant natural resources, including oil, gas, and minerals. The oil and gas industries and related sectors accounted for 17 per cent of gross domestic product (GDP) in 2020 (IEA 2022). Oil provides most of the country's export earnings and serves as the main source of government revenue. These sectors are key contributors to the nation's GDP[15], rendering the economy susceptible to global commodity price fluctuations. The country's economic growth has been volatile yet relatively positive over the

[14] OECD Data (2023). General government deficit. https://data.oecd.org/gga/general-government-deficit.htm

[15] See annex 01 to see the GDP structure and Annex 04 to see the import/ export composition

past decade, driven by the first generation of market-oriented reforms, abundant mineral resource extraction, and robust FDI (World Bank, 2023)[16].

Kazakhstan has initiated active efforts towards economic diversification. Government-led initiatives such as the "Bright Path" (Nurly Zhol) program focus on infrastructure development and industrial innovation. Concurrent efforts aim to develop sectors like manufacturing, agriculture, and services, though progress has been measured. Moreover, the ambitious "Kazakhstan 2050" vision aims to elevate the nation into the world's top 30 economies by 2050, by diversifying the economy towards a knowledge-based model, while emphasizing sustainable development and green economy principles (Kazakhstan 2050 Strategy)[17].

Regarding the energy market sector, this is gradually transitioning towards a competitive model, with the goal of attracting private investment, promoting renewable energy sources, and improving overall efficiency. The electricity market is regulated by the Ministry of Energy and the Agency for Regulation of Natural Monopolies (AREM). For instance, Independent Power Producers (IPPs) are allowed to participate in the market, and there are plans to introduce a wholesale electricity market and a balancing market to enhance market dynamics and efficiency (IEA 2022). Usually, most electricity is sold using bilateral contracts, while the share traded on the centralized market has been low and declining. In 2019, centralized trading accounted for 28 per cent of supply, while in 2021 it fell to around 1 per cent (Kazinform, 2021b).

Discussion

In conclusion, Poland maintains a generally strong external position, with EU structural funds continuing to bolster public investment and the country emerging as a prime destination for FDI. However, its high trade openness and considerable external debt render it vulnerable. On the fiscal front, Poland has significantly reduced the public debt-to-GDP ratio. On the other hand, Kazakhstan shows potential for improved economic growth, expected to benefit from increasing energy prices due to supply and demand factors. However, rising inflation could negatively impact this growth and decelerate its trajectory towards becoming a top 30 global economy and their commitment with “just transition” (Nussupova, 2023)[18].

1.3 Employment

The employment aspect is crucial as it directly relates to the creation and availability of green jobs during the just transition. Assessing employment indicators, such as unemployment rates, job creation, and skills gaps, helps identify the current state of the labor market and the potential challenges and opportunities for transitioning workers. Understanding employment dynamics

[16] The FDI net inflow in this past 5 years has increased from 2.3per centGDP to 5.1per centGDP. (World Bank 2023). https://data.worldbank.org/indicator/BX.KLT.DINV.CD.WD?locations=PL

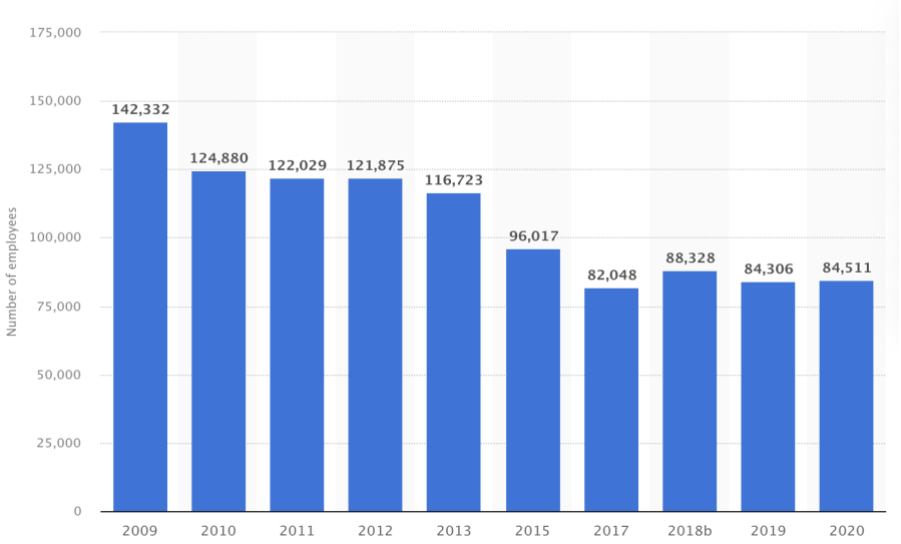
[17] https://kazakhstan2050.com/

[18]https://astanatimes.com/2023/01/uncertainty-and-optimism-kazakhstans-economic-forecast-for-2023/

allows policymakers to design effective policies and programs to support affected workers, ensure job security, and facilitate a smooth transition to new employment opportunities, further explanation later in the document.

Poland

Figure 2. Total number of employees in the mining of coal and lignite industry in Poland from



2009 to 2020. Source: Statista Research Department, 2023.

Historically, the trend has shown that there has been a decline in employability when it comes to the coal mining industry in Poland (Figure 2). Some authors argue that this has been partly due to the shift into the growing green energy production industry, while others showed that it has been slowly and negatively affecting the labour market and the overall livelihood of people in the country. Based on the 2021 report from Statista, the number of employees has remained nearly the same between 2019 and 2020 (84,511 employees.), yet when considering Europe as a whole, Poland remains the largest employer in the coal mining sector. Since this number only represents 2 per cent of the employability in the country, some believe that the impact of job loss resulting from a complete energy transition at the national level may be small or negligible. We argue that this might have not necessarily been the case, since about 88,000 people were estimated to directly be employed in the coal mining industry by the end of 2021.

Kazakhstan

Kazakhstan is known for its significant coal reserves, and the coal mining sector has historically played an important role in the country's economy and, eventually, the livelihood of the people. In 2020, the overall Kazakhstan oil industry accounted for nearly 50 per cent of the domestic energy production - in this proportion, coal remained the largest source of energy production accounting for 28 per cent out of the overall 50 per cent. The sector has provided employment opportunities for a considerable number of people. As shown by the agency of statistics of Kazakhstan, the overall employment rate has increased. We argue that this is also reflected in the coal industry, mainly because according to data from the World Coal Association, Kazakhstan coal production as also increased in the past five years.

Figure 3.

Several studies have demonstrated that employment in the coal industry is at the forefront of the challenges that the transition towards a less carbon-intensive economy brought about. They argue that there are a certain number of workers that might be able to transition relatively easily to new employment opportunities whilst, many others may not be, resulting in chaotic cases of limited access to jobs and thus, inability to meet the livelihood needs of the negatively affected population. This challenging labour market situation is projected to worsen in remote locations and traditional sectors that are progressing with the transition concept but at a slow pace.

1.4 Cultural Indicators

Cultural factors play a significant role in shaping people's perceptions, attitudes, and behaviors towards the transition process. Considering cultural aspects helps understand the values, traditions, and beliefs of different communities and how they may impact their willingness and ability to engage in the transition. Cultural factors also influence the acceptance and adoption of new technologies, practices, and behavioral changes required for sustainable development. Incorporating cultural considerations ensures that the just transition strategies are culturally sensitive, respectful, and inclusive. Therefore, this document divides into tangible and intangible assets, further explanation later in the document. There are several reasons to indicate how cultural assets play a crucial role in coal mining communities and the “Just Transition” process.

Historical Identity: Coal mining communities often have a rich history and heritage associated with their mining activities. Cultural assets such as museums, monuments, and historic sites serve as reminders of the community's past, preserving its unique identity and providing a sense of pride and belonging for the residents. These assets help to foster a connection between the present generation and their predecessors, ensuring the continuity of their cultural heritage.

Protection and Safeguarding of the Cultural/Natural Heritages: Coal mines and the pollution caused by those mines seriously threaten the protection and safeguarding of the cultural/natural heritages. When these coal mines are close to the core zone or buffer zone of the heritage sites, they have the possibility to trigger irrevocable damage to the outstanding universal values of the cultural assets. There are many NGOs and international organizations working on the protection of cultural heritage rights of the people. Their existence causes a pressure on the government and decision makers Therefore, the existence of the cultural/natural heritage sites is a significant issue needed to be taken into consideration to assess the countries readiness to "Just Transition" process.

Economic Value: Cultural assets can have significant economic benefits for coal mining communities. They attract tourists and visitors, stimulating local businesses and creating job opportunities in the tourism and hospitality sectors. Cultural tourism can contribute to the diversification of the local economy, reducing dependency on coal mining as the sole source of income. This economic diversification helps to mitigate the negative impacts of any fluctuations or decline in the coal industry.

Education Opportunities: Cultural assets offer educational opportunities for both locals and visitors. Museums, art galleries, and cultural centers provide a platform for learning about the history, culture, and traditions of the coal mining community. They can serve as important education resources, enabling school field trips, research projects, and cultural exchange programmes. By engaging with their cultural assets, individuals can gain a deeper understanding of the community's heritage and the significance of coal mining in shaping their region's history.

Environmental Conservation: Cultural assets can also contribute to environmental conservation efforts in coal mining districts. Many cultural assets, such as historic buildings or landscapes, are intertwined with the natural environment. By valuing and preserving these assets, communities can develop a greater appreciation for the surrounding natural resources. This can foster a sense of responsibility towards sustainable practices and environmental stewardship, encouraging the adoption of eco-friendly initiatives and helping to protect the environment.

Overall, cultural assets are vital for coal mining communities and the civilians living around the district as they preserve historical identity, drive economic development, enhance community well-being, provide educational opportunities, and promote environmental conservation. By recognizing and investing in their cultural heritage, these communities can build a sustainable future beyond the coal industry.

Poland

Tangible Heritage Sites. While there are no direct overlaps between specific cultural heritage properties and coal mines in Poland, it is important to note that some coal mines are located in the vicinity of historically significant regions. For example:

The Upper Silesian Coal Basin is near Katowice, a city that features the modernist architecture of the Nikiszowiec district, which is considered a cultural heritage site.

The Wieliczka Salt Mine, a cultural heritage property, is relatively close to the coal mining region in southern Poland, although they are not directly overlapping.

It is worth mentioning that the development of coal mines sometimes poses challenges to the preservation of cultural heritage due to environmental impacts and land use conflicts. Efforts are made to balance the economic importance of coal mining with the preservation of cultural heritage in these regions. Efforts should be made to mitigate any potential impacts on cultural sites and ensure sustainable development practices.

"Black Gold" Mining Museum in Zabrze: Located in the Upper Silesian Coal Basin, this museum showcases the history and significance of coal mining in the region. It exhibits mining equipment, tools, and offers insights into the lives of miners.

Miners' Settlements: In regions like the Upper Silesian Coal Basin, there are unique settlements known as "miner's colonies" or "miners' estates". These residential areas were built specifically to accommodate miners and their families, reflecting a distinct architectural style and cultural heritage.

Intangible Heritage Properties. The mining industry has contributed to intangible heritage, such as traditional mining songs, folklore, and cultural practices associated with coal mining communities. These include specific customs, celebrations, and rituals passed down through generations.

Oral Traditions: Coal mining in Poland has influenced the oral traditions and folklore of the region.

Song: "Przy kominku" (By the Fireplace) - This Polish folk song is often associated with coal mining communities in the Upper Silesian region. It reflects the experiences and emotions of miners and their families, conveying a sense of camaraderie and nostalgia for their coal mining heritage.

Song: "Hej, góralu" (Hey, Highlander) - While not exclusively a coal mining song, "Hej, góralu" is a popular Polish folk song that is often sung by miners. It expresses the struggles, determination, and pride of working in the mines.

Dialects of Coal Mining Communities. Silesian Dialect: In the Upper Silesian Coal Basin region of Poland, coal miners and their communities often use a distinct dialect known as the Silesian dialect or "Gwara Śląska." It is a regional variation of the Polish language with its own vocabulary, grammar, and pronunciation. This dialect has been shaped by the historical presence of coal mining and the cultural heritage of the local population.

NGOs and other organizations working on cultural issues related to coal mines.

Culture Action Europe (CAE): CAE is a European network of cultural organizations, and they advocate for the importance of culture in various societal aspects, including sustainable development and mining regions.

The Association of Creative Initiatives "ę": This Polish NGO focuses on cultural projects and initiatives, often in areas undergoing transformation or facing social and environmental challenges.

Greenpeace Poland: While primarily an environmental organization, Greenpeace Poland has been involved in campaigns and initiatives related to coal mining's impact on cultural heritage and local communities.

Kazakhstan

Tangible Heritage Sites. It is important to note that there are some direct overlaps between specific cultural heritage properties and coal mines in Kazakhstan. However, some coal mines are located in the proximity of regions that have cultural heritage significance. For instance:

Saryarka – Steppe and Lakes of Northern Kazakhstan is one of the properties inscribed on the UNESCO World Heritage List in 2008. It is located in the Astana region, close to the "Karagandi" region. There are almost 100 km between the site and two coal mines.

Cultural Landscape of Ulytau which is in the "Karagandi" region, situated very close to the two coal mines is inscribed on the UNESCO Tentative List in 2021.

The Ekibastuz Coal Mine and the Bogatyr Coal Mine are situated near the city of Ekibastuz, relatively close to the Mausoleum of Khoja Ahmed Yassawi in Turkestan. While they are not directly overlapping, they are in the same general region.

The Karaganda Coal Basin is one of the largest coal mining regions in Kazakhstan. The mining activities in this area have shaped the local culture and influenced the development of mining towns and settlements.

Mining Memorials: In cities like Karaganda, there are monuments and memorials dedicated to coal miners. These structures pay tribute to the contributions and sacrifices of the mining community, preserving the memory of their work and impact.

Intangible Heritage Properties.

Oral Traditions. Coal mining in Kazakhstan has influenced the oral traditions and folklore of the region. Stories, songs, and legends are passed down through generations, capturing the experiences and identity of coal miners. Here are examples of coal mining songs and stories from Kazakhstan:

Song: "Shokpar" - This traditional Kazakh folk song is closely associated with the coal mining culture in Kazakhstan. It tells the story of miners working in the depths of the earth, their challenges, and their hopes for a better future.

Story: "The Legend of the Black Diamond" - Passed down through generations, this Kazakh folk tale tells the story of a mythical creature that protects the coal mines. It highlights the significance of coal mining in the cultural narratives of the region.

These songs and stories serve as cultural expressions and reflections of the coal mining communities' experiences, aspirations, and cultural identity. They often convey the hardships, resilience, and pride associated with coal mining traditions and help preserve the heritage of these communities. It's important to recognize and preserve both the tangible and intangible heritage associated with coal mining. These elements provide insights into the historical, social, and cultural aspects of mining communities and their contributions to the overall heritage of Poland and Kazakhstan.

Dialects of Coal Mining Communities. In both Poland and Kazakhstan, coal mining communities have developed their own distinct dialects or language variations influenced by the mining industry and the unique social and cultural environment. Here are some examples in Kazakhstan:

Karaganda Dialect: In the Karaganda Coal Basin region of Kazakhstan, which is known for its coal mining industry, there is a specific dialect known as the Karaganda dialect. This dialect is influenced by Russian, Kazakh, and the local mining culture. It includes unique vocabulary, expressions, and pronunciation patterns that are distinctive to the coal mining communities in the area.

These dialects are not limited to coal mining communities alone but often have a broader regional influence. They reflect the history, traditions, and close-knit nature of the mining communities, providing a sense of identity and solidarity among the people involved in the industry.

NGOs and other organizations working on cultural issues related to coal mines.

Cultural Heritage without Borders (CHwB): Kazakhstan CHwB is an international organization working to protect and preserve cultural heritage. They collaborate with local communities, including those affected by coal mining, to safeguard cultural assets and support sustainable development.

Foundation for the Preservation of Cultural Heritage: This Kazakhstani foundation aims to preserve and promote the country's cultural heritage, including historical sites and traditions that might be affected by industrial activities like coal mining.

Association of Historians and Archaeologists of Kazakhstan: This association focuses on historical research and preservation, which can include advocacy for the protection of cultural heritage in regions affected by coal mining.

Geographical Dimension

2.1 Indicators

Geographical indicators such as surface area, average temperature, air quality, sunny days per year, availability of natural resources, and hydro-geological information are crucial for the energy transition in the following ways:

The surface area of a region. It is important for assessing the potential for infrastructure development. It helps determine the availability of land for renewable energy projects, such as solar and wind farms, as well as the feasibility of building transmission lines and other necessary infrastructure. Understanding the surface area aids in planning the layout and expansion of renewable energy installations.

Average temperature, air quality, and sunny days per year. These indicators provide insights into the solar and wind potential of a region. Areas with high average temperatures and sunny days are favorable for solar energy generation, while regions with strong and consistent winds are ideal for wind power. Assessing these indicators helps identify suitable locations for solar and wind farms, ensuring optimal energy generation and maximizing the utilization of renewable resources.

Availability of natural resources in the region. These indicators related to the availability of natural resources, such as biomass, agricultural residues, and organic waste, determine the potential for biomass energy generation. Identifying regions with abundant biomass resources helps plan the development of biomass power plants, contributing to the diversification of the energy mix and reducing dependence on fossil fuels.

Hydro-geological information, including the presence of rivers, water flow rates, access to the sea, and topography, is vital for assessing the potential for hydropower generation. These indicators help identify suitable locations for the construction of hydropower plants, considering factors such as water availability, elevation changes, and environmental impacts. Utilizing hydropower resources contributes to the renewable energy mix and provides a reliable source of electricity.

Based on these indicators, this paper identified the following opportunities and challenges for the just energy transition in Poland and Kazakhstan.

2.2 Case Study

Poland

Opportunities

Baltic Sea Offshore Wind Potential: Poland has a significant geographical advantage with its access to the Baltic Sea. The Baltic Sea has a high potential for offshore wind power generation, estimated at 33 GW with an expected average annual energy production of 130 TWh. Exploiting this resource can provide abundant clean energy to meet a substantial portion of Poland's electricity demand and contribute to reducing greenhouse gas emissions. By using the total

estimated potential of the Polish part of the Baltic Sea, offshore wind power could meet up to 57 per cent of Poland's total electricity demand by 2040. (PWEA Report)

As part of the work on the Report, 20 new areas, 2,171.5 km2 in total, were identified, including 18 in the exclusive economic zone and 2 in the territorial sea, which have the potential to be used for OWE development. The potential of these areas is 17.7 GW, with an estimated energy production of 70.7 TWh.

Solar Potential: Poland has favorable geographical conditions for solar energy generation. Although the country experiences changing weather and seasons, it still receives adequate solar irradiation for efficient solar panel performance. Expanding solar installations across the country, particularly in regions with high solar exposure, can harness the abundant sunlight and tap into Poland's solar potential.

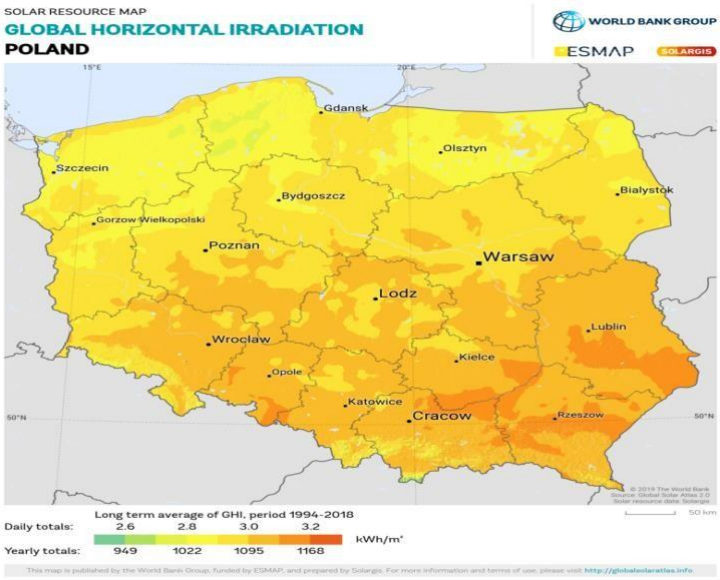


Figure 4. Source: World Bank (2023)

River Hydropower Potential: Poland has numerous rivers that offer potential for hydropower generation. With an estimated technical potential of 12,000-14,000 GWh/year, hydropower can play a significant role in the country's energy transition. Identifying suitable sites for small-scale hydropower plants, especially in regions with rivers and suitable topography, can unlock this renewable energy source and utilize Poland's river networks.

Biomass Resources: Poland has substantial agricultural and forest resources, which can be utilized for biomass energy production. Biomass power plants can generate electricity and heat by utilizing organic waste, agricultural residues, and dedicated energy crops. Identifying and utilizing biomass resources efficiently can contribute to a more sustainable and diversified energy mix.

Geothermal Energy Potential: Poland has geothermal energy potential in certain regions, particularly in the Carpathian Mountains. Geothermal energy can be harnessed for electricity generation and district heating systems. Conducting thorough geothermal resource assessments and investing in geothermal projects can tap into this renewable energy source and provide sustainable heat and power.

District Heating Networks: Poland has an extensive district heating infrastructure, particularly in urban areas. Expanding and upgrading district heating networks to incorporate more efficient and renewable heat sources, such as geothermal, biomass, and waste heat recovery, can improve energy efficiency and reduce reliance on fossil fuels for heating purposes.

Industrial Zones: Poland has several industrial zones that can leverage energy transition opportunities. Promoting energy efficiency measures and facilitating the adoption of renewable energy technologies in industrial processes can help reduce energy consumption and emissions in the manufacturing sector. Encouraging the establishment of renewable energy-based industries within these zones can also drive economic growth and job creation.

Overall, by capitalizing on these geographical opportunities, Poland can harness its natural resources, optimize energy infrastructure, and accelerate the transition towards a sustainable and low-carbon energy system.

Challenges

Transition in Coal-Dependent Regions: Poland's strong reliance on coal for electricity generation presents a challenge for a just transition in regions where coal mining and coal-fired power plants are major sources of employment and economic activity. Phasing out coal in these regions can lead to job losses and economic decline if not accompanied by adequate measures for job creation, retraining, and economic diversification. Ensuring a just transition for coal-dependent regions, particularly in areas with limited renewable energy resources, is crucial to avoid social and economic disparities.

Spatial Distribution of Renewable Resources: While Poland has significant potential for offshore wind, solar, and hydropower, the geographical distribution of these resources may not be evenly spread across the country. Some regions may have greater access to renewable energy resources, such as coastal areas for offshore wind or regions with high solar irradiation. This creates challenges in achieving a balanced energy mix and may result in regional disparities in renewable energy deployment. Addressing these disparities requires targeted investments, grid infrastructure upgrades, and innovative solutions to tap into the renewable energy potential of regions with limited resources.

Grid Infrastructure Upgrades: Expanding renewable energy capacity and integrating it into the grid requires substantial upgrades to the existing infrastructure. In regions with dispersed populations or limited grid connectivity, the cost and feasibility of grid expansion can be challenging. Ensuring adequate investment in grid infrastructure upgrades, particularly in regions with high renewable energy potential, is essential to enable the efficient and reliable integration of renewable energy sources. Grid expansion efforts should prioritize regions facing energy poverty or with limited access to clean energy.

Spatial Planning and Land Use: Identifying suitable locations for renewable energy projects, such as wind farms and solar installations, can face challenges related to spatial planning and land use. Balancing the need for renewable energy development with environmental considerations, land-use conflicts, and community acceptance is crucial for a just transition. Engaging local

communities, conducting thorough environmental assessments, and promoting transparent decision-making processes can help address these challenges and ensure sustainable renewable energy development.
Energy Poverty and Spatial Justice: Geographical disparities in income, housing conditions, and access to energy services can contribute to energy poverty and exacerbate inequalities during the energy transition. Disadvantaged or remote regions may face challenges in accessing affordable and clean energy solutions, including heating and electricity. Addressing energy poverty requires targeted policies, financial incentives, and support mechanisms to ensure equal access to affordable and sustainable energy for all regions, particularly in areas facing geographical constraints.
To overcome these geographical challenges, a just energy transition in Poland should prioritize regional development plans, targeted investments, community engagement, and comprehensive policy frameworks that consider the unique characteristics and needs of different regions. Ensuring equal access to clean energy, job opportunities, and social benefits throughout the country will be crucial for achieving a fair and inclusive energy transition in Poland.

Kazakhstan
Opportunities
Kazakhstan's transition from coal mining towards sustainable energy sources presents several opportunities based on different potential energy options. There are some geographical indicators to be considered when looking at the energy transition.
Wind power holds high potential, particularly in the northeastern part of the country where most coal mining activities are concentrated (over 90 per cent). Geographically speaking, there is nothing to be said against investing in wind turbines and training for the workforce. This can facilitate a smooth transition from coal mining to wind power without significant implications for the local communities.
Solar power offers the most potential in the southern region of Kazakhstan. Utilizing solar power can contribute to the overall energy mix and reduce dependence on coal as an energy source.
Kazakhstan has considerable hydro resources, with major rivers such as Irtysh, Ili, and Syrdarya. The existing hydroelectric power plants (HPPs) currently provide 10per cent of the country's energy needs. Further developing these resources and constructing additional HPPs can significantly increase the utilization of hydro power. The geographic distribution of economically effective water resources also supports the development of hydro power projects.
Bioenergy presents a high potential for Kazakhstan. Converting organic materials, such as crop residues, agricultural waste, wood chips, or dedicated energy crops, into heat, electricity, or biofuels can contribute to a sustainable energy transition.
Kazakhstan's position as the world's leading producer of natural uranium offers opportunities for exploring nuclear energy. With ample uranium reserves and a strong scientific base, the country can consider the construction of a nuclear power plant. Delivering fuel assemblies to China and

engaging in public discussions regarding the optimal location demonstrate progress in the development of this energy option.

Challenges

While opportunities exist, the transition towards sustainable energy sources in Kazakhstan also faces certain challenges.

Water scarcity. Expanding hydro power faces challenges due to water scarcity. Despite having significant hydro resources, limited availability of economically effective water resources hinders the widespread implementation of hydroelectric projects.

Establishing a robust hydrogen industry as a substitution for coal in steel production requires significant investments and infrastructure development. The relative novelty of hydrogen technology and associated costs present challenges in realizing its potential.

Diversifying transport routes for uranium supply is necessary due to geopolitical uncertainties. Additionally, the construction of a nuclear power plant demands careful considerations of safety, environmental impact, and public opinion.

3. Political Dimension

3.1 Indicators

a) Institutional strength

b) Existing legal framework and its flexibility

c) Political setting

d) Strength of civil society.

Political indicators serve as essential tools for policy makers in assessing a country's readiness for a just transition to renewable energy. The political environment plays a pivotal role in either facilitating or impeding progress toward achieving a fair and equitable energy transition.

A political environment characterized by a government that firmly embraces the concept of just transition is more likely to witness a smooth shift to renewable energy. In such cases, robust institutions demonstrate the capacity and commitment to spearhead the necessary changes. The presence of a suitable and adaptable legal framework enables the establishment of transition-enabling institutions within reasonable timeframes, equipped with the necessary competencies to carry out their mandates effectively.

Moreover, a conducive political setting is vital for making the required adjustments to the legal framework, thereby facilitating the creation of new transition-oriented institutions. It also fosters mechanisms that encourage consensus-building among diverse stakeholders, even if they hold opposing viewpoints across the political spectrum.

Furthermore, strength of civil society is an influential factor in promoting a just transition. A vibrant and active civil society contributes to driving and supporting the transition process, amplifying the voices of affected communities, and ensuring that their concerns and aspirations are adequately addressed. Just transitioning from coal to renewable energy means placing the needs of the affected coal reliant regions and the workers at the fulcrum of the process.

Policymakers must carefully consider these political indicators when formulating strategies and policies to facilitate a just transition to renewable energy in the coal mining industry. By aligning the political environment with the principles of just transition, governments can effectively navigate the challenges and opportunities associated with the transition, leading to a more sustainable and equitable energy future.

3.2 Case Study

Poland

Poland is categorized as a Semi-Consolidated Democracy in the Nations in Transit 2023. The Polish Multilateral Development Co-operation Programme for 2021-2030 hosts climate as one of the priority areas. But the Polish government is still committed to coal and transition plans out of coal and in favor of renewables are only slowly being developed. The coal mining sector has been shrinking in the last three decades, so some policies like pre-retirement benefit ("miners'

leave") and welfare allowance have been carried forward. Still, some miners have been reassigned to mines which have continued to operate.

As a member of the European Union, Poland is obliged by the EU climate goals for 2030 (a cut of at least 40 per cent in greenhouse gas emissions compared to the 1990 levels, a share of renewables of at least 32 per cent and a 32.5 per cent improvement in energy efficiency). The Polish National Energy and Climate Plan for the years 2021 – 2030 includes targets to reduce energy consumption and greenhouse emissions. The draft Energy Policy of Poland until 2040 aims at a reduction from 78 per cent to 60 per cent of the share of coal in electricity generation by 2030, 21 per cent renewable energy consumption for the same year, and the implementation of nuclear energy in 2033.

The ministries involved in the implementation of the transition strategies are a) Ministry of Economic Development, b) Ministry of Climate and Environment, c) Ministry of National Assets, d) Ministry of Development Funds and Regional Policy. In the regions, the development of the plans is coordinated by the Marshal Offices and the Regional Development agencies and local governments.

Furthermore, the Mine Restructuring Company (Spółka Restrukturyzacji Kopalń, SRK) is the public agency in charge of closing mines and preparing for their transitions. It also provides a safety net for workers transitioning from coal to new jobs by creating job openings for employees and assists departing workers in finding new employment or self-employment.

Polish civil society organizations like the Polish Green Network, WWF, and Greenpeace Poland play a key role in advocating for climate policies, pushing for changes in environmental laws and improvements in air quality. Other key stakeholders are Coal Mining Trade Unions, one of the strongest labor organizations in Poland, fighting for labor rights and participating in social movements to support local communities and protect the environment. Other key stakeholders include chambers of commerce, business organizations, academia, the affected populations, and the media.

Being part of the European Union, the country has both local and regional legislation affecting the mining industry. Poland's Environmental Protection Law (2001) that sets the governing environmental protection and the use of environmental resources regarding sustainable development complemented by the Renewable Energy Sources Act (2015). Besides the Act on the function of hard coal mining (2007) setting the principles for financial restructuring of mining enterprises, liquidation of mines, rules for employment, subsidies, and corporate governance.

At a regional level, the European Climate Law aims for Climate neutrality in the EU by 2050 and a net domestic reduction in GHE for 2030. The Council of the EU Decision 2010/787 ruled on State Aid to Facilitate the Closure on Uncompetitive Coal Mines (subsidies to existing coal mines must be phased out by 31/12/2018, and the closure of uncompetitive coal mines).

In order to adapt to the Polish legislation for phasing out of coal, reforms have to be made both at national level and at the regional level. From the legislation mentioned, the climate ambitions of the Polish National Energy and Climate Plan and Energy Policy of Poland until 2040 do not comply with the EU's climate goals.

Public consultations have become key since 2019, improving the legislative process, but still are not required to draft laws by MPs, affecting the overall quality of regulations. The persistent threat to the rule of law puts at risk the effective functioning of the justice system and overall institutional stability, impairing the investment climate and sustainability of long-term growth.

The European Union's Just Transition Fund (part of the Just Transition Mechanism) has a Programme for Alleviating Effects of Employment Restructuring in the Coal Mining Sector. The European Commission adopted five programmes of Just Transition Plans in Silesia, Malopolska, Wielkopolska, Lower Silesia and Lodzkie. The JTF supports territories that are particularly affected by the transition towards a climate-neutral economy. It assists the region's inhabitants and aids them during the transition to a green economy, with new job opportunities, worker training in new skills on renewable and climate neutral industries. The fund will help local economic diversification by investing in small and medium-sized businesses working on renewable energy, clean mobility, energy efficiency on public buildings and housing and other green sectors.

The regions of Malopolska and Silesia will receive most of the funding through the Just Transition Fund in Poland. The fact that the government's extended the mining concessions jeopardizes the financial support provided by the E.U.

POLAND - Power/Support Matrix

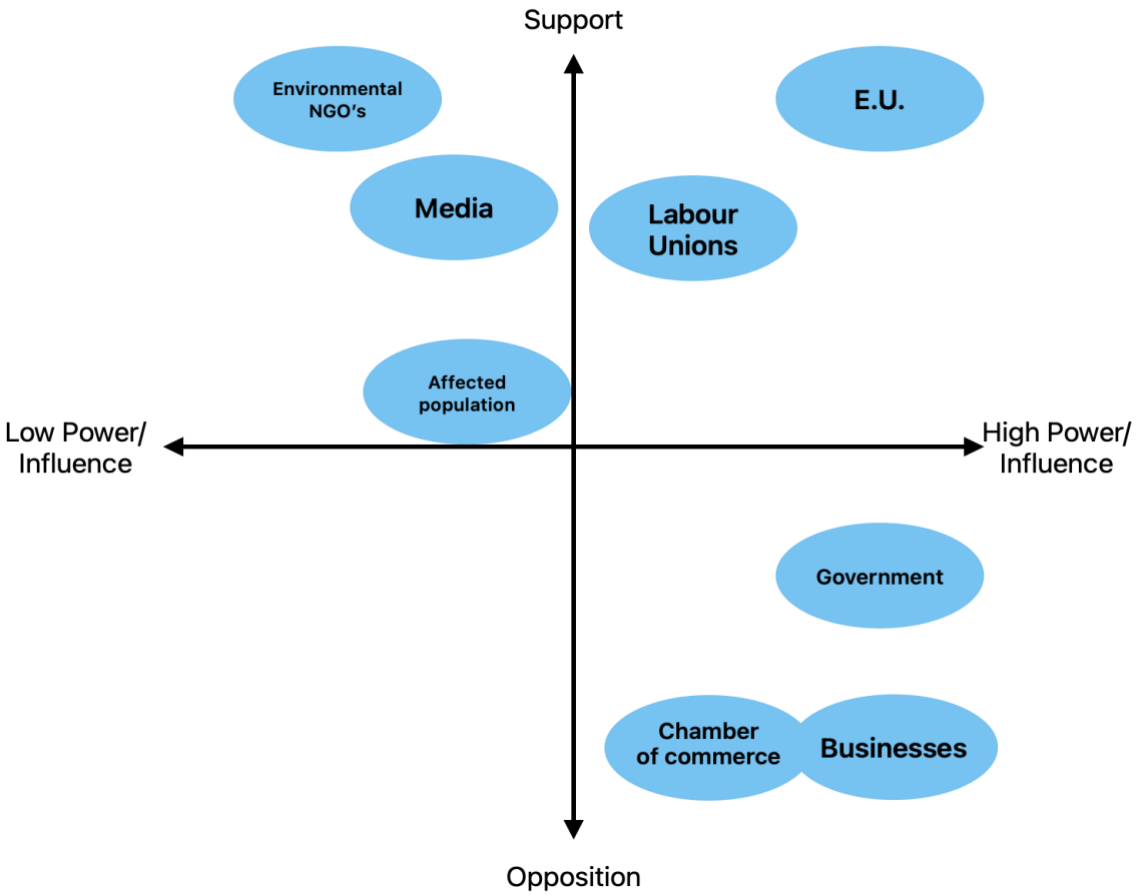


Figure 5.

Kazakhstan

In Kazakhstan, the political environment for a just transition entails government commitment, a strong policy framework, institutional support, stakeholder participation, international cooperation, transparency, accountability, and adequate financial support. These components work together to ensure the successful implementation of long-term and equitable changes in the economy and society.

The Government of Kazakhstan has established long-term development strategies such as Kazakhstan-2050 and Concept for the Transition to a Green Economy (which includes objectives for 2020, 2030, and 2050) (Yerkinbayeva et al, 2021). These strategies establish measurable goals, with an emphasis on economic diversification and a shift away from Kazakhstan's historical reliance on extractive sectors. However, Kazakhstan's objectives have not been matched by actions of the same magnitude. For instance, the Concept's aim of increasing the proportion of wind and solar energy in electricity generation to 3 per cent by 2020 is manifestly unachievable, given that these sources account for less than 1per cent of electricity generation at present. Similarly, the Concept's objective of reducing CO2 emissions in the energy sector to 2012 levels by 2020 appears improbable, given that 2016 levels are 10 per cent higher than 2012 levels and are rising (Yerkinbayeva et al, 2021). Goals and efforts to achieve them are far apart, and allocating more funds to screening procedures that guarantee infrastructure investment decisions at the project level contribute to long-term development and climate objectives would enable Kazakhstan to meet its stated ambitions. To guarantee that infrastructure investment decisions correspond with national sustainable development strategies, project-level screening methods should be supplemented with systems-level planning for infrastructure.

The existing legislation in Kazakhstan clearly establishes a three-tier system of strategic planning papers (Republic of Kazakhstan, 2013). The top tier of national development strategies is occupied by long-term plans like Kazakhstan-2050, whose goals are cascaded down through mid-term plans (like the Strategic Development Plan through 2025), five-year plans, sectoral plans, and subnational development plans. The system's clarity and simplicity facilitate communication of government priorities to residents and investors alike.

The primary infrastructure development strategy of Kazakhstan, Nurly Zhol, the State Programme for Industrial-Innovative Development 2015-2019, and the Concept for the Transition to a Green Economy 2013-2020 all establish budgets for their execution. The Nurly Zhol contains a list of projects and policies along with an estimated budget, the State Programme outlines an annual budget for the programme, and the Concept estimates the cost of the measures it contains (Republic of Kazakhstan, 2013).

Kazakhstan's strategic planning system is very well developed, but the law does not yet require strategic environmental studies (SEAs) of how strategies might affect the environment. The government should draft legislation in accordance with the Espoo Convention's UNECE Protocol on Strategic Environmental Assessment. In 2018, with the assistance of UNECE, Kazakhstan began work on SEA-related legislation for its new Environmental Code, but it has not yet been adopted.

This shift toward greater environmental considerations within Kazakhstan's government could begin by evaluating the implementation of the Concept for the Transition to a Green Economy, as its first phase of targets expires in 2020, providing an excellent opportunity to reassess and revise the Concept (Republic of Kazakhstan, 2013). The government is currently working on the revised draft, which should include Kazakhstan's promises under the Paris Agreement, the Sustainable Development Goals (SDGs), and the OECD Green Growth Declaration (Yerkinbayeva et al, 2021). The government may wish to seize the occasion to incorporate all of its environment- and climate-related strategic documents into the revised Concept in order to produce a unified, comprehensive strategy. The newly constituted Ministry of Ecology, Geology, and Natural Resources has already begun creating a national strategy for low-carbon growth.

Although Kazakhstan's government bodies have more institutional strength than those of its neighbors, better coordination mechanisms are needed to build an integrated infrastructure planning system that could prioritize and screen infrastructure projects in accordance with long-term development and climate goals. Adoption of the new Environmental Code, which mandates EIAs and SEAs, could be the first step toward establishing such a system (Diyar et al, 2014).

Until a few years ago, the institutional structure of Kazakhstan's government lacked robust, impartial environmental and energy agencies. Kazakhstan's present ministries in charge of environmental protection and water policies were the Ministries of Energy and Agriculture, respectively, where they confronted strong competing interests from big industries in the energy and agriculture sectors.

Kazakhstan underwent a number of institutional reorganizations in June 2019, one of which was the establishment of a new Ministry of Ecology, Geology, and Natural Resources, which now includes the departments dealing with the environment and water that were formerly housed in the Ministries of Energy and Agriculture. It also shares responsibility for the mining industry with the Ministry of Industry and Infrastructure Development, now in charge of licensing. This new independent organization may offer a chance to integrate more effectively environmental considerations into mining and energy decisions (Yerkinbayeva et al, 2021).

Civil society organizations (CSOs) and non-governmental organizations (NGOs) in Kazakhstan are classified as nonprofit entities. This classification encompasses a range of organizations, including public associations, noncommercial joint-stock companies, consumer cooperatives, foundations, religious associations, and other similar entities. In the legislation of Kazakhstan, there is no specific definition for the term "NGO," and as a result, the terms "CSO" and "NGO" are commonly used interchangeably in practice. CSOs have a broader scope that encompasses various types of organizations beyond NGOs. These include political parties, trade unions, religious organizations, professional and scientific unions, associations, and even mass media entities. Therefore, CSOs encompass a wider range of organizations compared to NGOs alone. According to the CIVICUS Civil Society Index (CSI) 2008-2010, Kazakhstan's civil society sector was assessed to have a moderate level of development (Republic of Kazakhstan, 2013). At the national level, CSOs demonstrate a high level of knowledge and understanding regarding the

social and economic issues prevalent in the country. Civil society organizations in Kazakhstan play a crucial role in raising awareness about the need for a just transition.

They advocate for sustainable development, social equity, and environmental protection, highlighting the importance of transitioning to a low-carbon and climate-resilient economy. They operate within a relatively well-developed legal framework, have adequate resources, and tend to be open to intersectoral communication. However, most of the active CSOs are concentrated in Almaty and Astana and in the major urban centers of the oblasts. They also often lack funds, the capacity for effective management, human resources, and public relations skills. The primary weaknesses of civil society involve the constrained framework for political competitiveness and participatory democracy, as well as the financial limitations that impede sustained activities of CSOs. Individualistic attitudes and a lack of enthusiasm towards volunteering among citizens are significant inhibiting factors. Consequently, CSOs have limited political impact in terms of enhancing government accountability and transparency. The insufficient financial resources of CSOs pose a major constraint, limiting their engagement on a broader scale. This constraint also hampers the long-term sustainability of CSO capacity, resulting in short-term and project-based activities. According to the CSI 2008-2010, only 14.4 per cent of CSOs have a sustainable human resource base, while many rely on outdated equipment acquired in the early 2000s.

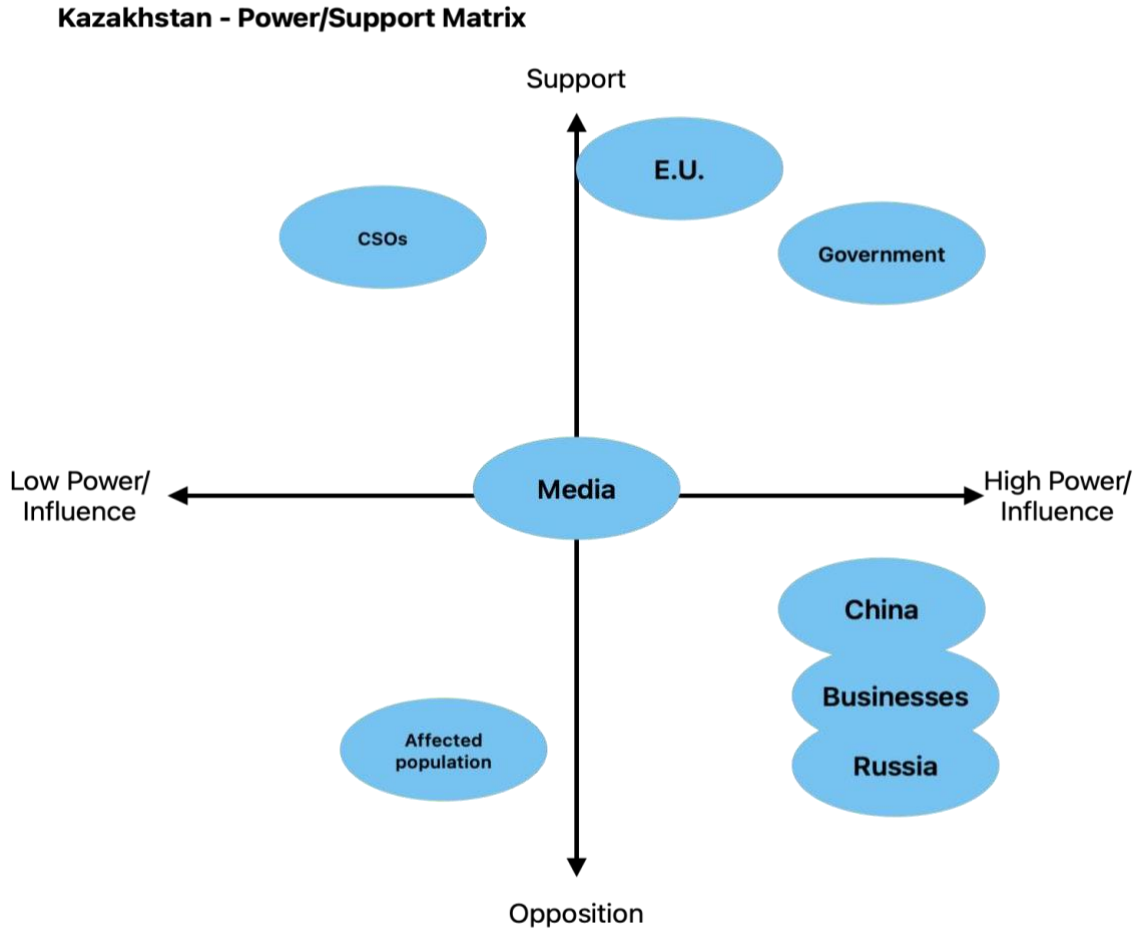


Figure 6.

Discussion

Through our analysis, we have observed that Poland, primarily due to its membership in the European Union, exhibits a higher level of political readiness for a just energy transition compared to Kazakhstan. Poland benefits from the institutional framework provided by the Mines Restructuring Company, which facilitates the process of a just transition. The government is also actively pursuing an energy system transformation, evident in its ambitious offshore wind programme, the implementation of solar photovoltaic energy generation since 2016, and plans for constructing its first nuclear reactor.

However, despite EU regulations and government plans aimed at transitioning the energy system away from coal, Poland has made limited progress in terms of coal mine closures. Furthermore, the government faces challenges in meeting the targeted deadlines for phasing out coal, as the economic impact on the country would be significant. Additionally, the funding provided by the EU for Just Transition Plans is at risk due to the extension of mining concessions by the Polish government.

In contrast, Kazakhstan still faces significant obstacles and has a considerable distance to go in achieving a just transition. The country's heavy reliance on fossil fuels for economic development hampers the actual implementation of comprehensive policies outlined in its policy framework. Moreover, there is a lack of strategies in place to effectively address the socioeconomic impact on workers and communities affected by the shift away from fossil fuels. Inadequate provisions for reskilling, retraining programmes, and creating new job opportunities in the renewable energy sector are apparent shortcomings. As a result, ensuring the protection of workers' rights during this transition appears highly uncertain.

Given these circumstances, Kazakhstan must tackle these challenges head-on to achieve a just transition to renewable energy. Addressing country-specific obstacles and implementing comprehensive strategies and policies are imperative to ensure that no one is left behind in this transition.

4. Technical Dimension

4.1 Indicators

The technical indicators that are considered are the energy mix, GHG emissions of the mix, energy intensity, self-sufficiency, innovation through research and development (R&D), grid connectivity (pipelines and electricity grid), energy demand and supply, energy access and the technical capacity to change.

Energy Mix

GHG Emissions of the mix:

The reduction of greenhouse gas (GHG) emissions is a key objective in the transition to a more sustainable and low-carbon energy system. By prioritizing low-emission energy sources in the energy mix, such as renewables (solar, wind, hydro, geothermal), the overall emissions from the energy sector can be significantly reduced. This shift away from coal-based energy production, which is a major source of GHG emissions, can help mitigate climate change and promote a cleaner environment and preserve biodiversity which improves the quality of life.

Energy intensity:

Energy intensity refers to the amount of energy required to produce a unit of economic output. By improving energy efficiency across various sectors, such as industry, transportation, and buildings, the energy intensity can be reduced. This reduction in energy intensity not only helps in conserving energy resources but also leads to lower operating costs for businesses and households. Consequently, the transition to a more energy-efficient energy mix can create new green jobs, particularly in sectors such as energy auditing, retrofitting, and renewable energy installation.

Energy self-sufficiency:

Energy self-sufficiency can be an important inductor of a just transition of coal mines by reducing dependency on coal, promoting renewable energy sources, and creating new job opportunities. We can explain how the components of domestically generated supply and exported supply (political dependency) contribute to these transitions:

Domestically generated supply:

By focusing on domestically generated energy, a country can reduce its dependence on coal imports and gradually phase out coal mines. This shift toward domestic energy production can provide a more sustainable and resilient energy system.

Developing renewable energy sources within the country, such as wind, solar, hydro, and geothermal, can enhance energy self-sufficiency. These clean energy sources can replace coal as the dominant energy source, reducing greenhouse gas emissions and improving air quality.

Transitioning to a domestically generated supply of energy also creates opportunities for the development of new green industries. This includes jobs in the construction, operation, and maintenance of renewable energy infrastructure, as well as research and development in renewable energy technologies.

A just transition of coal mines involves ensuring that the affected communities and workers are supported in the process. With a focus on domestically generated supply, there is potential to repurpose and retrain coal workers for jobs in the renewable energy sector, thus minimizing job losses and facilitating a smooth transition.

Exported supply (political dependency):

A heavy reliance on coal exports can create a significant political and economic dependency on the countries importing coal. This dependency can be a barrier to a just transition, as it may impede the shift away from coal and hinder the development of renewable energy industries.

By diversifying the energy export portfolio and including renewable energy technologies and resources, countries can reduce their political dependency on coal exports. This diversification opens new markets and opportunities for green job growth in the clean energy sector.

Exporting renewable energy technologies, such as wind turbines, solar panels, and energy storage systems, can contribute to the global transition toward clean energy. This not only helps combat climate change but also creates new employment opportunities in manufacturing, installation, and maintenance of renewable energy infrastructure.

By reducing the reliance on coal exports, countries can enhance their environmental credentials, attract sustainable investments, and contribute to global efforts to reduce greenhouse gas emissions. This, in turn, supports the just transition of coal mines and the creation of new green jobs within the country.

R & D:

Research and Development plays a crucial role in the just transition of coal mines and the creation of new green jobs. By focusing on innovative technologies and solutions, R&D can help facilitate the transition from coal-based economies to more sustainable and environmentally friendly alternatives. Here's how three specific technologies, CCS (Carbon Capture & Storage), Battery Technology, and Nuclear, are connected to the just transition of coal mines and the creation of new green jobs:

CCS (Carbon Capture & Storage):

CCS technology involves capturing carbon dioxide (CO2) emissions from coal-fired power plants or industrial processes and storing them underground, preventing their release into the atmosphere. R&D efforts in CCS can contribute to the just transition of coal mines by reducing the environmental impact of coal use. The development of more efficient and cost-effective CCS technologies can enable the continued operation of existing coal mines while significantly reducing their carbon footprint. Moreover, R&D can help identify new uses for captured CO2,

such as in industrial processes or the production of synthetic fuels, creating new green job opportunities in these sectors.

Battery Technology:

R&D in battery technology is essential for the integration of renewable energy sources into the power grid and the electrification of various sectors. As coal mines transition, renewable energy sources like wind and solar become increasingly important. Energy storage through advanced battery technologies enables the efficient utilization of renewable energy by storing excess energy when production is high and releasing it when demand exceeds supply. R&D efforts can lead to the development of more efficient, affordable, and sustainable battery systems, which are essential for a reliable and resilient renewable energy infrastructure. The production, installation, and maintenance of these advanced batteries can create new green job opportunities in manufacturing, installation, and maintenance sectors.

Nuclear:

While not directly related to coal mines, nuclear power plays a role in the just transition from coal by providing a low-carbon alternative for electricity generation. R&D in nuclear technology can focus on enhancing safety, reducing waste, and improving the efficiency of nuclear reactors. By developing advanced nuclear technologies such as small modular reactors (SMRs) or advanced reactor designs, R&D can help create new opportunities for clean energy generation while minimizing the environmental impact. These advancements in nuclear technology can contribute to the creation of new green jobs in the design, construction, operation, and maintenance of nuclear power plants.

Grid connectivity (pipelines + electricity grid):

Electricity grid connectivity between local regions, countries and potentially continents can promote renewable energy development in regions where it is more available than elsewhere. More connectivity creates the possibility to balance energy grids. Balancing will become increasingly important when more intermittent sources (renewables) are connected to the grid. Furthermore, more connectivity will decrease potential black outs in countries that are vulnerable to it. Gas grid development is important to potentially replace coal by natural gas in order to reduce GHG emissions. Green hydrogen will also become increasingly important to serve as a balancing mechanism and to store excess renewable electricity. This green commodity could also be imported and exported requiring new gas pipelines. All of this contributes to a more Just Transition if local communities are well connected and provided with options to replace their local energy sources by new, more sustainable ones.

Energy demand and supply (regional and local):

How the supply is generated has major economic and political repercussions. For example, a country that has an excess of fossil fuels will become an exporter of these commodities and create wealth through these activities. If one country has to phase out its coal production, it

should create new ways to support its economy by replacing it with a new and sustainable alternative. A Just Transition can only happen if every local community is offered possibilities to match energy demand and supply in another way. Hydrogen is a great commodity to replace fossil fuels export revenues.

Energy access:

Energy access indicates the share of the population that has access to electricity, cooling, heating, telecommunications, etc. It is an important indicator for a Just Transition as it should try to provide basic needs to everyone in a country to increase its development.

Technical capacity to change (e.g., nuclear experts, technical knowledge, funds)

This indicator was at first considered to be important as it combines mostly knowledge and technical aspects. However, it turned out to be difficult to gather data on this indicator.

4.2 Case Study

Poland

Energy Mix:

Poland's energy mix in 2020 consisted of various components, with coal being the dominant source, accounting for 40.6 per cent of the total energy supply. This heavy reliance on coal highlights the need for a just transition away from coal mining and toward cleaner energy sources. Oil contributed 29.6 per cent to the energy mix, followed by natural gas at 17.4 per cent. While these fossil fuels still play a significant role, efforts are being made to increase the share of renewable energy sources. Bioenergy and waste accounted for 9.3 per cent of the energy mix, providing a renewable energy option. Wind energy represented 1.4 per cent, solar 0.3 per cent, and hydro 0.2 per cent, showcasing the potential for expanding these renewable sources.

GHG Emissions of the mix: Poland's energy sector has been a significant contributor to greenhouse gas (GHG) emissions. However, there are ongoing efforts to reduce emissions, increase the use of renewable energy sources, and decrease coal production and demand. The transition away from coal is crucial in mitigating climate change and promoting a cleaner environment. By diversifying the energy mix and prioritizing renewable energy, Poland can significantly reduce its overall GHG emissions, contributing to global efforts to combat climate change and fostering a just transition of coal mines.

Energy Intensity:

Energy intensity, measured as the Total Energy Supply (TES) per capita, was 2.5 tons of oil equivalent per capita in 2020. This indicates progress in reducing energy consumption while maintaining economic growth. Additionally, the TES per GDP (energy intensity) was 83 tons of oil equivalent per USD million, showing improved energy efficiency. Lower energy intensity per unit of GDP signifies reduced environmental impact and presents an opportunity for creating new green jobs in energy auditing, retrofitting, and the development of energy-efficient technologies.

Energy self-sufficiency:

Domestically generated supply: Poland has significant domestically generated energy supply, with coal accounting for 72.9 per cent of energy production in 2020. This highlights the need for a just transition away from coal mining, as coal remains the dominant source of energy production. However, there are other domestically generated sources, such as bioenergy and waste (15.9 per cent), natural gas (6.2 per cent), wind (2.5 per cent), oil (1.8 per cent), solar (0.5 per cent), and hydro (0.3 per cent). Developing renewable energy infrastructure and expanding these clean energy sources can reduce dependence on coal imports, enhance energy security, and create new job opportunities in construction, operation, and maintenance of renewable energy projects.

Exported supply (political dependency): Poland is a net exporter of coal, with major destinations being the Czech Republic and Germany. However, Germany's phase-out of coal-fired generation has led to a decline in coal imports from Poland. Reducing political dependency on fossil fuel exports is crucial for a just transition. By diversifying the energy export portfolio and including clean energy technologies and resources, Poland can reduce political dependency, open new markets for green job growth, and contribute to global efforts in combating climate change. Additionally, Poland's reliance on coal imports, primarily from Russia, emphasizes the need to reduce coal dependency and focus on domestically generated supply.

Energy self-sufficiency: The data indicates that Poland's energy mix heavily relies on domestically generated supply, particularly coal, which accounted for 72.9 per cent of energy production in 2020.

R & D

CCUS (Carbon Capture, Utilization & Storage):

Poland has shown interest in Carbon Capture, Utilization & Storage (CCUS) technology, establishing an inter-ministerial working group to support CCUS pilot projects. While Poland lacks a national CCUS strategy, it aims to update the legal framework to enable industrial-scale CO2 storage. The country has identified potential CO2 storage sites and estimated a capacity of 10-15 Gt of CO2.

Battery Technology:

Poland is also focusing on developing battery technology, aiming to create high-energy density, long-life galvanic battery cells using domestic resources. The government has introduced supportive amendments to the Energy Law, including a clear licensing process and regulatory status for energy storage projects. It has also provided incentives, such as eliminating electricity storage tariffs and offering discounts and exemptions for storage projects. Poland is actively attracting investments in battery manufacturing, with companies like Northvolt establishing battery module factories in the country.

CCS and battery technology are considered areas of growth for Poland in its efforts to reduce carbon emissions, increase renewable energy generation, and support the electrification of demand. While Poland has taken steps to promote these technologies, it is crucial for the country

to develop a comprehensive strategy and incorporate them into its national energy plans for long-term sustainability and successful integration into the energy system.

Grid connectivity (pipelines + electricity grid):

Poland has made significant efforts to enhance grid connectivity, both within the country and with neighboring nations, in terms of pipelines and the electricity grid. Cross-border interconnections enable gas imports and exports, ensuring supply diversity and regional energy integration. The Yamal-Europe transit gas pipeline secures gas imports from Russia and enables virtual reverse flows, enhancing flexibility. Poland is developing projects such as Baltic Pipe and Gas Interconnection Poland-Lithuania (GIPL) to further enhance grid connectivity, strengthen supply diversification, and promote a more interconnected and resilient regional energy market. In terms of the electricity grid, Poland's transmission system, operated by Gaz-System, ensures reliable gas supply to consumers, and transports a significant portion of the country's gas supply. The distribution network, managed primarily by PSG, has been expanding to increase the number of households connected to the gas network, promoting gas availability and affordability for residential consumers.

These grid connectivity initiatives reflect Poland's commitment to ensuring a reliable and diversified energy supply. Strengthening connections with neighboring countries and expanding grid infrastructure support energy security, regional integration, and the efficient and sustainable use of energy resources.

Technical capacity to change (e.g.: nuclear experts, infrastructure, technical knowledge, funds)

Poland has made significant technical advancements in its nuclear power program, as outlined in the Polish Nuclear Power Programme (PNPP). The country aims to commission six nuclear units with a total capacity of 6-9 GW, with the construction of the first unit scheduled to begin in 2026. Site selection is a crucial aspect of the program, with coastal sites in Lubiatowo-Kopalino and Żarnowiec currently favored. To support the nuclear power program, Poland is focusing on developing human resources, upgrading infrastructure, and strengthening the regulatory framework. The government is investing in specific infrastructures like road and rail transport to facilitate the construction and operation of nuclear power plants. The regulatory framework is being enhanced to ensure safety and compliance with international standards. The International Atomic Energy Agency (IAEA) has conducted peer reviews to assess Poland's progress in preparing its physical and regulatory infrastructure for new nuclear reactors. These reviews have confirmed that Poland has made important advancements in meeting recommendations and requirements. Ongoing IAEA reviews will continue to evaluate Poland's capacity to negotiate contracts and progress towards the construction phase.

Energy demand and supply (regional and local)

Poland's energy supply heavily relies on fossil fuels, with coal being the dominant source at 40.6 per cent in 2020. Oil and natural gas contribute 29.6 per cent and 17.4 per cent respectively. Poland is a net importer of oil and natural gas, covering a large portion of its demand. While the share of coal has been declining in recent years, there was a significant increase in coal-fired electricity generation in 2021. Poland is a significant coal producer and has become a net coal

importer since 2018, primarily importing thermal coal from Russia. In terms of energy demand, oil is the largest contributor, followed closely by electricity. The demand for energy is distributed relatively evenly among buildings, industry, and transport sectors. Transport energy demand is driven by oil, while buildings and industry have a diverse range of energy sources. Coal's share in buildings' energy demand in Poland is higher than the average among IEA member countries.

Kazakhstan

Kazakhstan adopted a legislative proposal to become carbon neutral by 2060.

Energy Mix

In 2020, the total energy supply consisted of 50 per cent coal, 31 per cent natural gas and 18 per cent oil. Kazakhstan is thus heavily reliant on coal which is used for electricity and heat generation. Renewable energy sources consisted of less than 2 per cent. By 2025, Kazakhstan aims to increase this share to 6per cent. The main struggle within the energy mix currently is that energy generation from coal is the baseload capacity, but there is a lack of flexible capacity to integrate intermittent renewable energy sources. Most renewable energy sources projects do not include energy storage and the project to create a balancing market is still in simulation although it was planned to be operational in 2008. Currently, Kazakhstan relies on Russia to balance its energy market. More focus on the balancing market and on energy storage could help to accelerate the phase out of coal energy sources. (IEA, 2022)

GHG Emissions of the mix

Due to Kazakhstan’s reliance on coal powered energy, its GHG emissions are 70 per cent higher than the world average (in terms of GDP). 62.5 per cent of the emissions are related to coal consumption, 20.9 per cent to oil and 16.6 per cent to natural gas. To reduce Kazakhstan’s emissions related to energy consumption it will increase its share of renewable and nuclear energy to 50 per cent by 2050. (IEA, 2022)

Energy intensity

Energy intensity in Kazakhstan reduced by 20 per cent in the past two decades as the GDP increased more than threefold while energy consumption only doubled in the same period. (See Figure 8.3) (IEA, 2022)

Self-sufficiency

Kazakhstan is a net exporter of fossil fuels as it has an overall energy surplus. The self-sufficiency levels in 2020 were 737 per cent for oil, 136 per cent for coal, and 131 per cent for natural gas. (100 per cent means equal amounts of production and consumption) (IEA, 2022)

Grid connectivity (pipelines + electricity grid)

Coal will be partly replaced by gas in Kazakhstan and therefore more gas infrastructure is needed. Figure 1 gives an overview of the existing pipelines and planned projects. However, by 2030 it is not expected to have these new plans realized. The electricity grid is mostly connected to Russia whereas it only has three connections to Kyrgyzstan and one to Uzbekistan. (IEA, 2022)

Energy demand and supply (regional and local)

The following figure indicates the total final consumption by source and sector in 2020, giving an indication of where most energy demand is originating. This paper is mostly focusing on the phase out of coal power plants. (IEA, 2022)

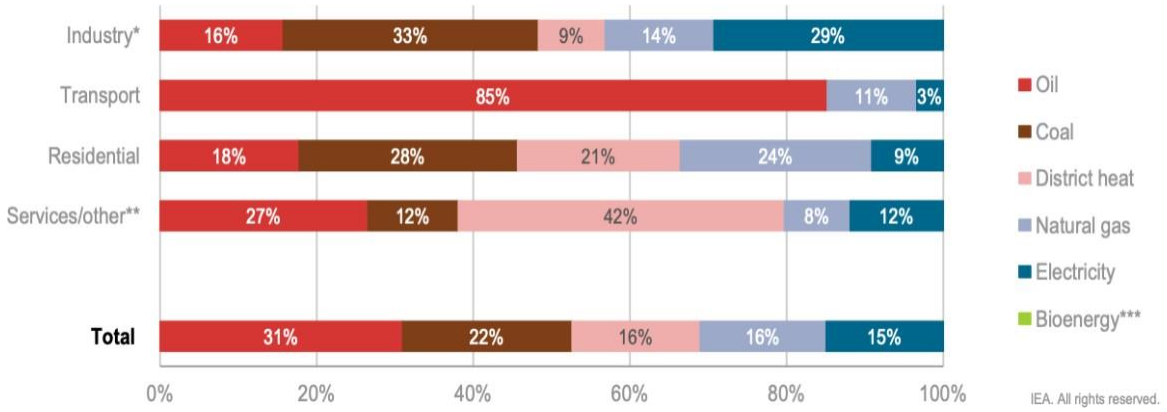


Figure 7. Total final consumption by source and sector, 2020. Source: IEA (2022).

As the self-sufficiency level of coal is over 100 per cent, Kazakhstan exports coal. Figure 4.4 indicates that most of the exports go to Russia. In a Just Transition one has to make sure that coal will not only be phased out, but that the local communities are included within the process of change. Therefore, a possibility is to create a local community that would enhance green hydrogen development which could be the start of an industrial cluster. (IEA, 2022)

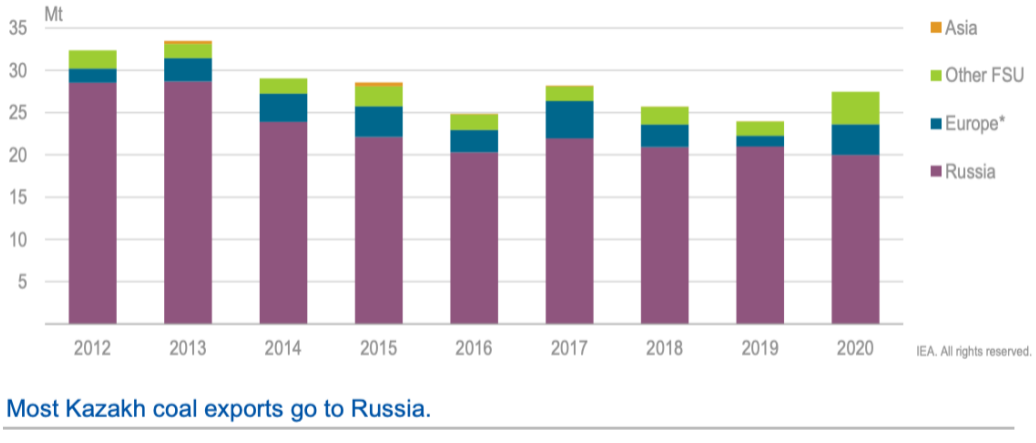


Figure 8. Coal exports by country, 2012-2020. Source: IEA (2022).

Energy access

Energy access has been at 100per cent since 2012. (IEA, 2022)

Conclusion

The research highlights the importance of a just and inclusive transition to sustainable energy systems in Poland and Kazakhstan. Socio-economic factors, such as demographic indicators and GDP components, provide insights into workforce trends and economic growth opportunities. Geographical factors, such as renewable energy potential, present opportunities for wind power and bioenergy in Kazakhstan and various renewable sources in Poland. However, both countries face challenges related to transitioning coal-dependent regions, upgrading infrastructure, managing land use, and addressing energy poverty.

Interconnections between Factors

The findings demonstrate the interconnected nature of various factors in the energy transition process. Job creation, retraining, and economic diversification are crucial for coal-dependent regions and require coordination with spatial planning, resource distribution, and grid infrastructure. Addressing energy poverty and ensuring equal access to clean energy involve targeted policies and financial incentives, as well as collaboration among stakeholders.

Opportunities and Challenges

Poland has significant opportunities in offshore wind, solar, hydropower, biomass, and geothermal energy, along with existing district heating networks and industrial zones for promoting renewable energy and enhancing energy efficiency. Challenges include transitioning coal-dependent regions, upgrading grid infrastructure, managing land use, and mitigating energy poverty. Meanwhile, Kazakhstan has potential in wind power and bioenergy, aligning with existing coal mining areas and agricultural sectors. However, challenges exist in terms of transitioning from fossil fuels, including careful considerations for nuclear energy and strengthening infrastructure investments.

Recommendations and the Way Forward

Based on the findings, the following general recommendations are proposed:

Develop comprehensive just transition plans: Create time-bound plans that include measures for job creation, retraining, and economic diversification in coal-dependent regions.

Target investments and infrastructure upgrades: Prioritize investments in regions with high renewable energy potential and ensure efficient integration into the grid for reliable energy supply.

Promote transparent decision-making and land use planning: Facilitate participatory processes in spatial planning, considering environmental factors and community acceptance.

Implement targeted policies and incentives: Address energy poverty and ensure equal access to affordable and sustainable energy through policies, financial incentives, and support mechanisms.

Foster regional development plans: Tailor development plans to meet the unique needs of different regions, promoting clean energy, job creation, and social benefits.

Encourage collaboration and knowledge sharing: Facilitate collaboration between government, industry, and communities to drive innovation, knowledge sharing, and stakeholder engagement.

In conclusion, the research underscores the importance of a just and inclusive transition to sustainable energy systems. The chosen indicators, including socio-economic and geographical factors, help identify opportunities, challenges, and interconnections in the transition process. The recommendations provided offer a pathway forward for Poland and Kazakhstan to achieve a fair and equitable energy transition that benefits all stakeholders, protects workers' rights, and contributes to global climate goals. However, the proposed framework of indicators does not exclude the importance of other factors not included in this research as just transition is a complex process that requires as much holistic approach as possible.

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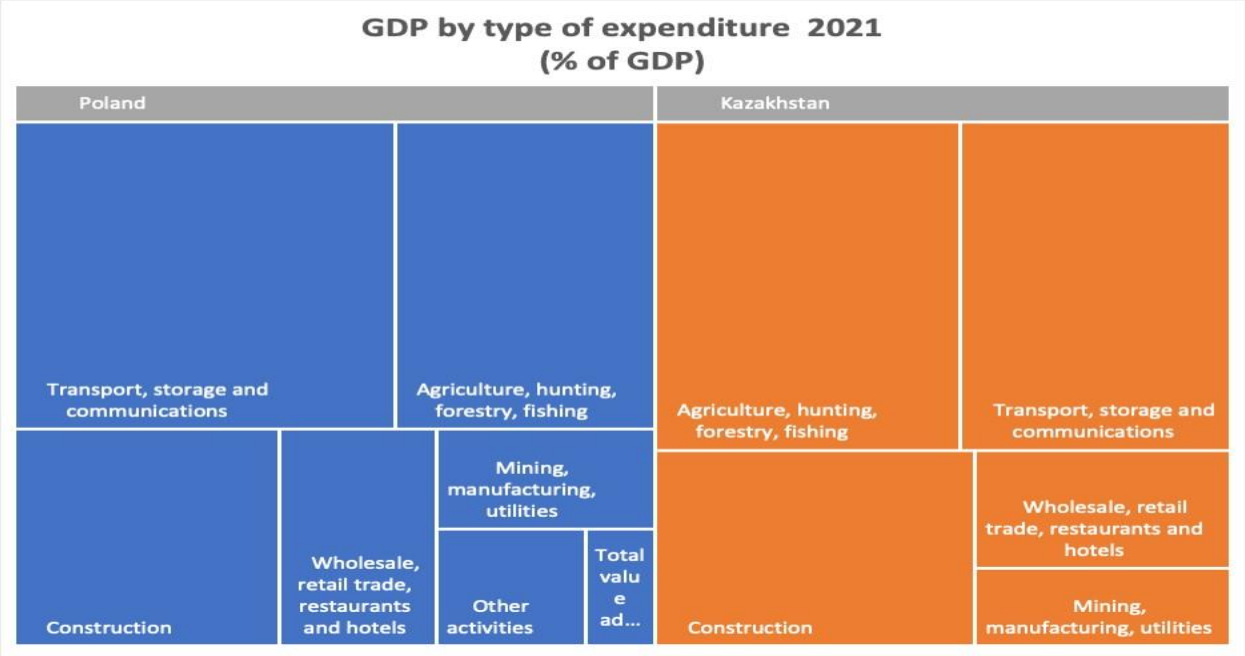
Annexes

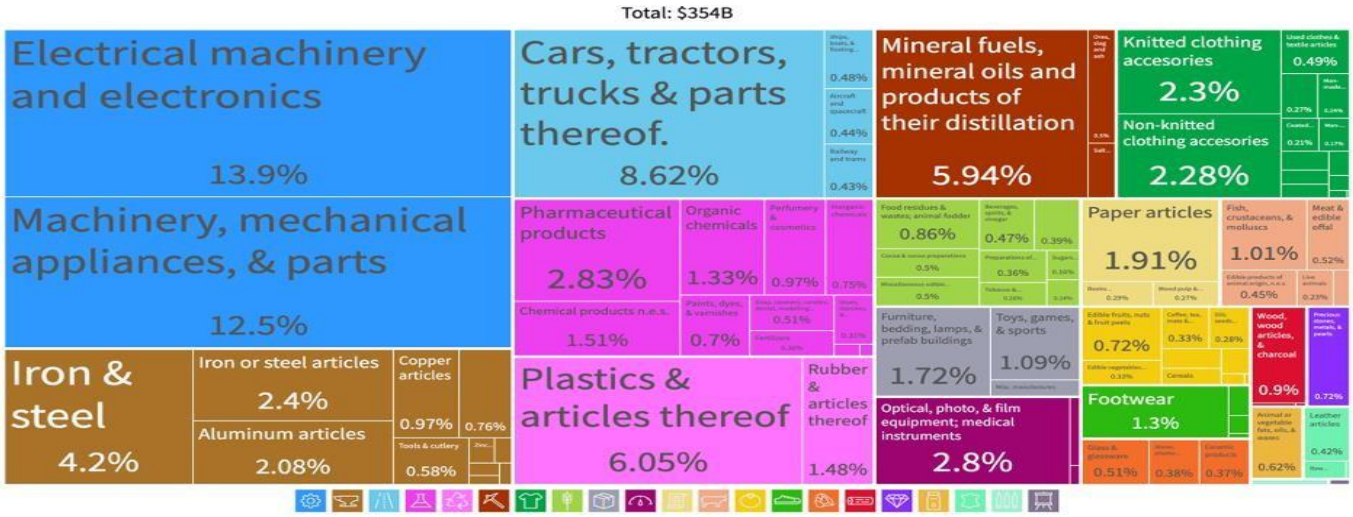
ANNEX 01



UNCDTA Stata (2023). Extract: 07/07/23 https://unctadstat.unctad.org/wds/TableViewer/dimView.aspx

ANNEX 02

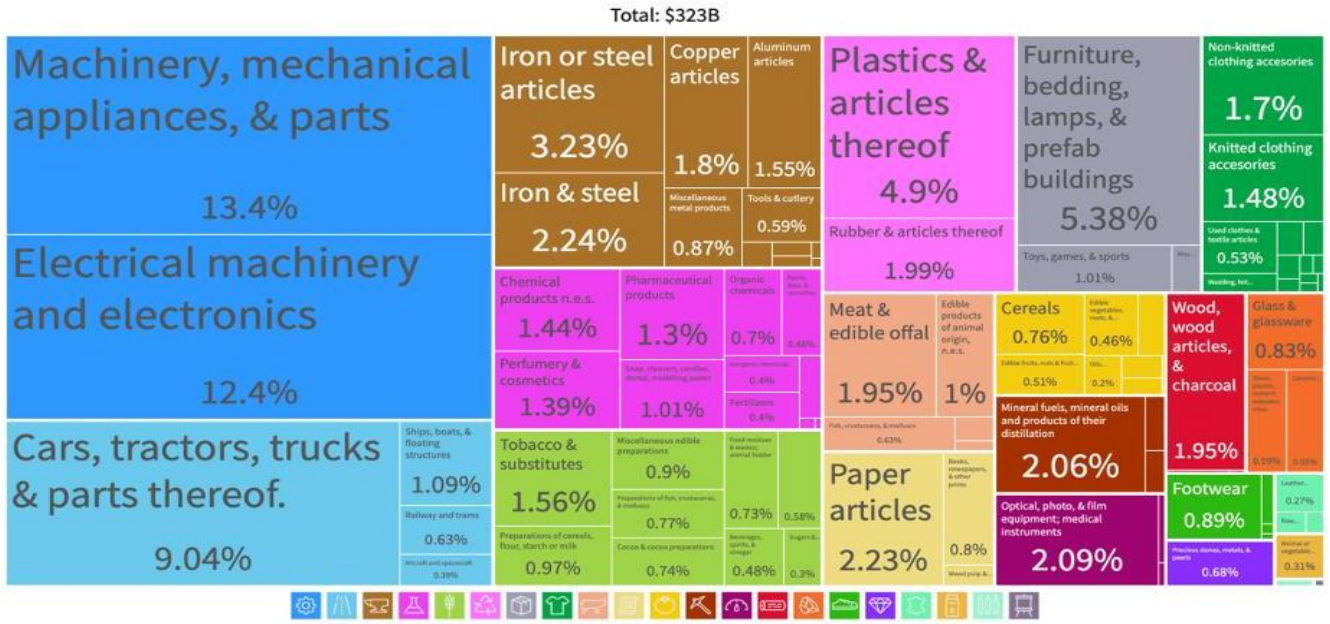
Import Structure Poland (2021)



Source : OEC (2023). Extract : 10.07.23

https://oec.world/en/visualize/tree_map/hs92/import/kaz/all/show/2021/

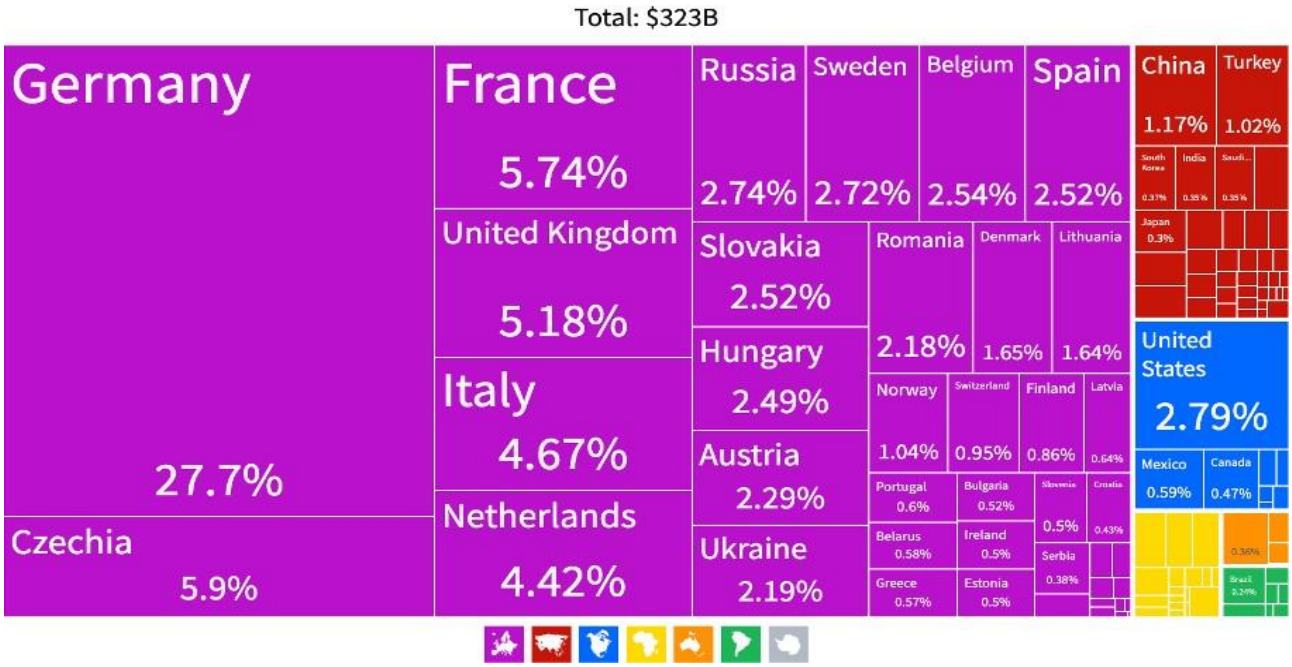
Poland Export structure 2021



Source: OEC (2023). Extract: 10.07.23

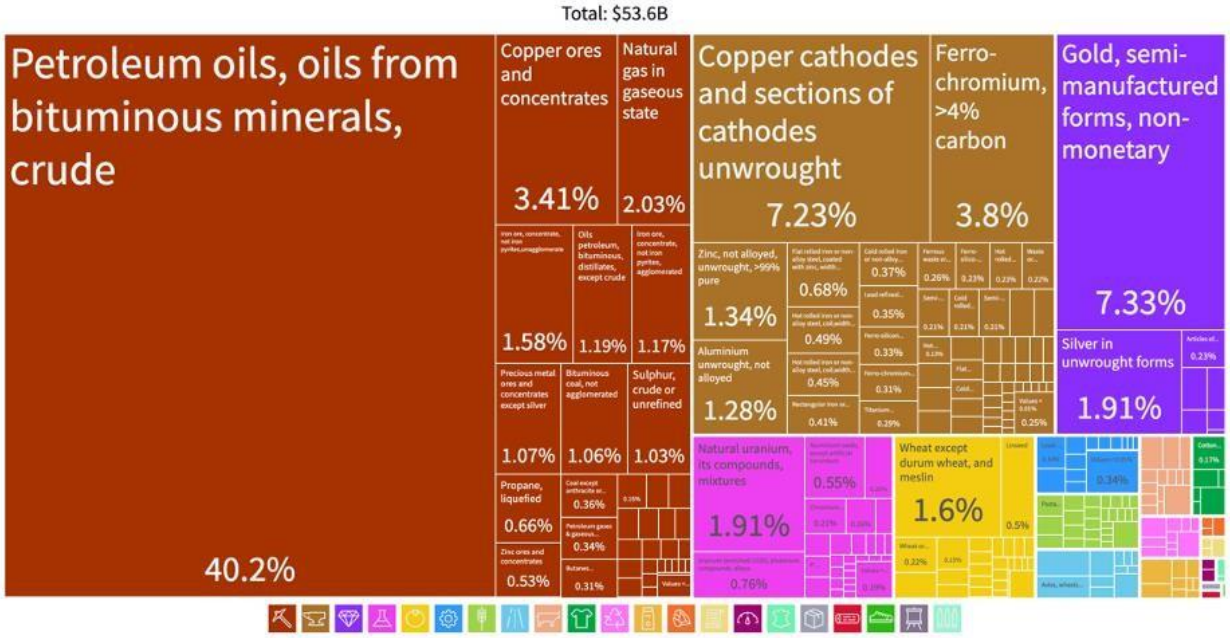
https://oec.world/en/visualize/tree_map/hs92/import/kaz/all/show/2021/

Country main exporters


Total: $323B
Germany
27.7%
Czechia
5.9%
France
5.74%
United Kingdom
5.18%
Italy
4.67%
Netherlands
4.42%
Russia
2.74%
Sweden
2.72%
Belgium
2.54%
Spain
2.52%
Slovakia
2.52%
Hungary
2.49%
Austria
2.29%
Ukraine
2.19%
Romania
2.18%
Denmark
1.65%
Lithuania
1.64%
Norway
1.04%
Switzerland
0.95%
Finland
0.86%
Latvia
0.64%
Portugal
0.6%
Bulgaria
0.52%
Belarus
0.58%
Ireland
0.5%
Greece
0.57%
Estonia
0.5%
0.5%
Serbia
0.38%
Croatia
0.43%
China
1.17%
Turkey
1.02%
South Korea
0.37%
India
0.35%
Saudi...
0.35%
Japan
0.3%
United States
2.79%
Mexico
0.59%
Canada
0.47%
0.36%
Brazil
0.24%

ANNEX 03

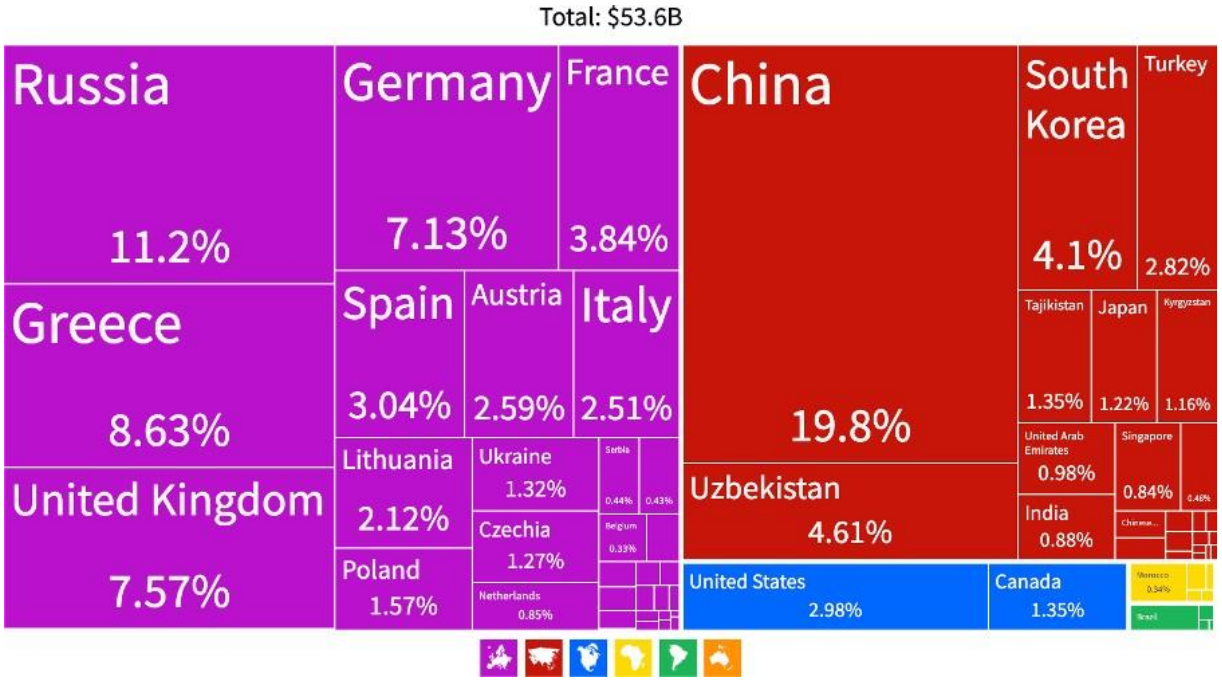
Kazakhstan export structure 2021



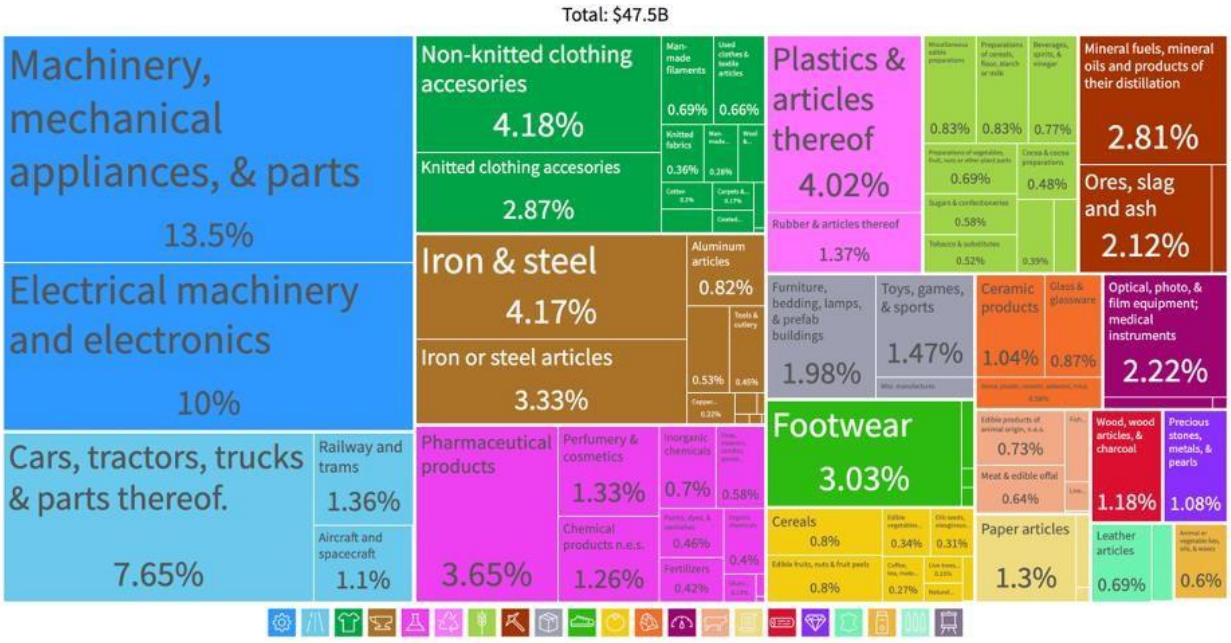
Source: OEC (2023). Extract: 10.07.23

https://oec.world/en/visualize/tree_map/hs92/import/kaz/all/show/2021/

Where does the country export?



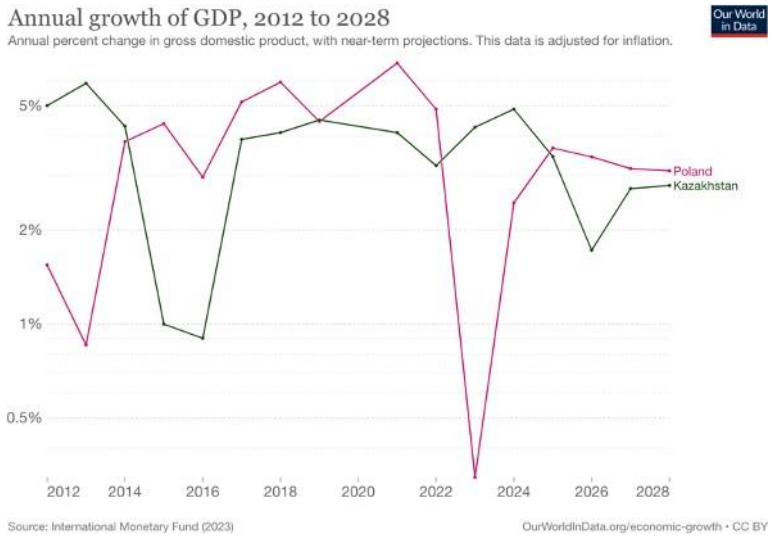
Kazakhstan Import structure 2021



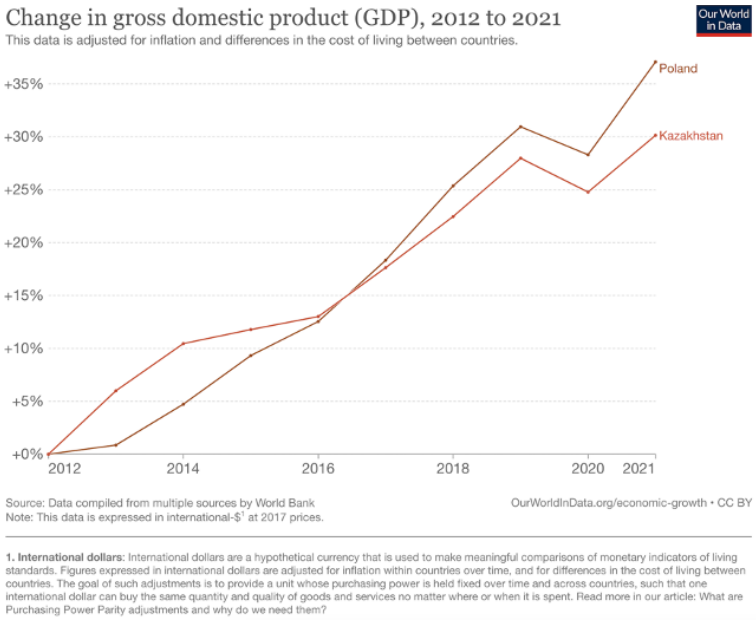
Source: OEC (2023). Extract: 10.07.23

https://oec.world/en/visualize/tree_map/hs92/import/kaz/all/show/2021/

ANNEX 04



ANNEX 05



1. International dollars: International dollars are a hypothetical currency that is used to make meaningful comparisons of monetary indicators of living standards. Figures expressed in international dollars are adjusted for inflation within countries over time, and for differences in the cost of living between countries. The goal of such adjustments is to provide a unit whose purchasing power is held fixed over time and across countries, such that one international dollar can buy the same quantity and quality of goods and services no matter where or when it is spent. Read more in our article: What are Purchasing Power Parity adjustments and why do we need them?

ANNEX 06

POLAND has 17 properties inscribed on the UNESCO World Heritage List and 5 properties in the Tentative List.

UNESCO World Heritage Sites

Cultural

·1. Auschwitz Birkenau German Nazi Concentration and Extermination Camp (1940-1945) (1979)

2. Castle of the Teutonic Order in Malbork (1997)

·3. Centennial Hall in Wrocław (2006)

·4. Churches of Peace in Jawor and Świdnica (2001)

·5. Historic Centre of Kraków (1978)

6. Historic Centre of Warsaw (1980)

7. Kalwaria Zebrzydowska: the Mannerist Architectural and Park Landscape Complex and Pilgrimage Park (1999)

·8. Krzemionki Prehistoric Striped Flint Mining Region (2019)

·9. Medieval Town of Toruń (1997)

10. Muskauer Park / Park Mużakowski (2004)

·11. Old City of Zamość (1992)

12. Tarnowskie Góry Lead-Silver-Zinc Mine and its Underground Water Management System (2017)

13. Wieliczka and Bochnia Royal Salt Mines (1978, 2008, 2013)

·14, Wooden *Tserkvas* of the Carpathian Region in Poland and Ukraine (2013)

·15. Wooden Churches of Southern Małopolska (2003)

Natural

1. Ancient and Primeval Beech Forests of the Carpathians and Other Regions of Europe (2007, 2011, 2017, 2021)

2. Białowieża Forest (1979, 1992, 2014)

Tentative List

1. Paper Mill in Duszniki-Zdrój 24/10/2019 (Dolnośląskie province, Kłodzko district, town of Duszniki-Zdrój)

2. Modernist Centre of Gdynia — the example of building an integrated community 26/09/2019 (Pomorskie Region)

3. The Augustów Canal (Kanal Augustowski) 20/03/2006 (Augustów poviat)

4. The Dunajec River Gorge in the Pieniny Mountains 20/03/2006 (Coordinates: N 48° - 50°E 20° - 21°)

5. Gdansk - Town of Memory and Freedom 04/11/2005 (Pomorskie Voivodeship, Gdańsk Urban County)

KAZAKHSTAN has 5 properties inscribed on the UNESCO World Heritage List and 14 properties in the Tentative List.

UNESCO World Heritage Sites

Cultural

1. Mausoleum of Khoja Ahmed Yasawi (2003)
2. Petroglyphs of the Archaeological Landscape of Tanbaly (2004)
·3. Silk Roads: the Routes Network of Chang'an-Tianshan Corridor (2014)

Natural

1. Saryarka – Steppe and Lakes of Northern Kazakhstan (2008)
2. Western Tien-Shan (2016)

Tentative List

1. Abylaikit Monastery 25/08/2021 (East-Kazakhstan Region, Ulan District)
2. Cultural Landscape of Ulytau 25/08/2021 (Karaganda Region; Ulytau District)
3. Petroglyphs within the Archaeological Landscape of Arpauzen 25/08/2021(urkestan Region, Sozak District)
4. Petroglyphs within the Archaeological Landscape of Eshkiolmes 25/08/2021(Almaty Region, Koksu District)
5. Petroglyphs within the Archaeological Landscape of Kulzhabasy 25/08/2021(Zhambyl Region, Korday District)
6. Petroglyphs within the Archaeological Landscape of Sauyskandyk 25/08/2021 (Kyzylorda Region, Shieli District)
7. Rocky Mosques of Mangyshlak Peninsula 25/08/2021 (Mangystau Region, Karakiya, Mangystau and Tupkaragan Districts)
8. Silk Roads: Early Period (Prehistory) 25/08/2021 (Almaty Region, Enbekshikazakh, Ile and Kerbulak Districts)
9. Silk Roads: Fergana-Syrdarya Corridor 25/08/2021(Kyzylorda Region (Kazaly, Syrdarya, Zhalagash and Zhanakorgan Districts), Turkestan Region (Otrar District and Turkestan – city of the regional subordination))
10. Silk Roads: Volga-Caspian Corridor 25/08/2021(Atyrau Region (Makhambet District), Mangystau Region (Mangystau District), West-Kazakhstan Region (Bayterek District))
11. Ustyurt: Natural Landscape and Aran Hunting Traps 25/08/2021 (Mangistau Region, Karakiya District)
12. Cold winter deserts of Turan 07/01/2021 (Aral and Almaty Regions, Kerbulak and Panfilov Districts, Kyzylorda Province)
13. Northern Tyan-Shan (Ile-Alatau State National Park) 06/02/2002 (Almaty region)
14. Turkic sanctuary of Merke 24/09/1998 (Zambyl region)

ANNEX 07

KAZAKHSTAN

There are 5 major coal mining in Kazakhstan which locate two main regions called “Karagandi” and “Pavlodar” as follows:

1. Bogatyr Komir Mine is a surface mine located in Pavlodar. It is owned by Samruk-Energy and produced an estimated 43.338 MTPA of coal in 2020.

2. Vostochny Mine. Located in Pavlodar, the Vostochny Mine is owned by Eurasian Resources Group. The surface mine produced an estimated 15.691 MTPA of coal in 2020. The mine will operate until 2046.

3. Shubarkol Mine is located in Karagandy. It is owned by Eurasian Resources Group and produced an estimated 8.457 MTPA of coal in 2020. The mine will operate until 2050.

4. Severny Coal Mine, owned by United Company RUSAL Plc, is a surface mine located in Pavlodar. The mine produced an estimated 6.385 MTPA of coal in 2020.

5. Zhalyn Mine. Owned by Coal Mining Corporation Ltd, the Zhalyn Mine is a surface mine located in Karagandy. It produced an estimated 2.007 MTPA of coal in 2020.

POLAND

There are 8 major coal mining in Poland which locate four main regions called "Konin", "Puchaczów", "Bełchatów" and "Ruda Śląska" as follows:

1. Konin coal mine is a large mine in the central of Poland in Konin, Greater Poland Voivodeship, 186 km north-west of the capital, Warsaw. Konin represents one of the largest coal reserve in Poland having estimated reserves of 466.4 million tonnes of coal.[1]

2. Bogdanka Coal Mine (Lubelski Węgiel "Bogdanka" S.A.) is a coal mine in the village of Bogdanka near Łęczna, in the vicinity of Lublin, 197 km south-east of Poland's capital, Warsaw, in the Lublin Coal Basin.

3. Bełchatów Coal Mine (Polish: *Kopalnia Węgla Brunatnego „Bełchatów"*) is a large open-pit mine in the centre of Poland in Bełchatów, Łódź Voivodeship, 150 km west of the capital, Warsaw.

4. Halemba Coal Mine is a large mine in the south of Poland in Halemba district of Ruda Śląska, Silesian Voivodeship, 273 km south-west of the capital, Warsaw. Halemba represents one of the largest coal reserves in Poland, having estimated reserves of 120 million tonnes of coal.

5. Bolesław Śmiały Coal Mine is a large mine in the south of Poland in Łaziska Górne, Silesian Voivodeship, 172 km south-west of the capital, Warsaw. Bolesław Śmiały represents one of the largest coal reserve in Poland having estimated reserves of 50 million tonnes of coal.

6. Pniówek Coal Mine is a large mine in the south of Poland in Pniówek, Silesian Voivodeship, 350 km south-west of the capital, Warsaw. Pniówek represents one of the largest coal reserves in Poland, having estimated reserves of 101.3 million tonnes of coal.

7. Jas-Mos Coal Mine is a large mine in the south of Poland in Jastrzębie-Zdrój, Silesian Voivodeship, 260 km south-west of the capital, Warsaw. Jas-Mos represents one of the largest coal reserve in Poland having estimated reserves of 34.1 million tonnes of coal.

8. Marcel Coal Mine is a large mine in the south of Poland in Radlin near Wodzisław Śląski, Silesian Voivodeship, 260 km south-west of the capital, Warsaw. Having estimated reserves of 76 million tonnes of coal near Marklowice and Wodzisław Śląski.